

Animal Boogie

The aim of this unit is:

- To introduce children to a variety of enjoyable songs, chants, games, poems and stories – all about animals!
- To help children to identify the pulse of songs and chants through movement and percussion.
- To increase the children's awareness of pitch and give them the confidence to sing short phrases alone.
- To explore vocal and instrumental sounds.
- To identify instrumental sounds.
- To respond to fast and slow sounds (changes in tempo).
- To explore and respond to high and low sounds (changes in pitch).
- To explore and respond to long and short sounds (changes in duration).
- To add sounds to songs, poems and stories.
- To play in small groups.
- To sequence and combine sounds.
- To follow a graphic score.



LINKS TO THE STEPPING STONES

Children are given the opportunity to:

- Join in favourite songs – sing a few simple, familiar songs – sing to themselves and make up simple songs – begin to build a repertoire of songs.
- Show an interest in the way musical instruments sound – explore and learn how sounds can be changed – explore the different sounds of instruments.
- Tap out simple rhythms.
- Respond to sound with body movement – imitate and create movement in response to music – begin to move rhythmically.
- Enjoy joining in with dancing and ring games.

Musical Activity 1

Musical content:

- The children will sing a simple chant and sing a phrase alone.
- They will sing an accumulative sounds song and add vocal sounds.
- If following the long activity they will add instrumental sounds.
- They will sing a simple song and play the accompanying game.

Learning intentions:

- To sing with enthusiasm and awareness of pitch.
- To sing a short phrase alone.
- To explore vocal sounds.
- To choose instrumental sounds to illustrate words.
- To sing as part of a group.
- To listen attentively.
- To play with awareness of pulse.
- To respond to a pattern of sound and silence.



Resources:

- Singing Games and Rhymes for Early Years (NYCoS).
- A dog puppet or sock.
- A wooden clave.
- Some animal puppets.
- A variety of percussion instruments.
- D, E, F#, G, A and B chime bars.
- A CD player.

Preparation:

Listen to Doggie, Doggie (p.24 Singing Games and Rhymes) and try singing it without the CD, using G and E to start (Doggie, Doggie).

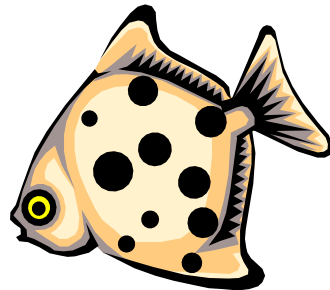
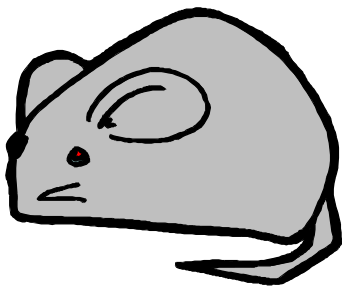
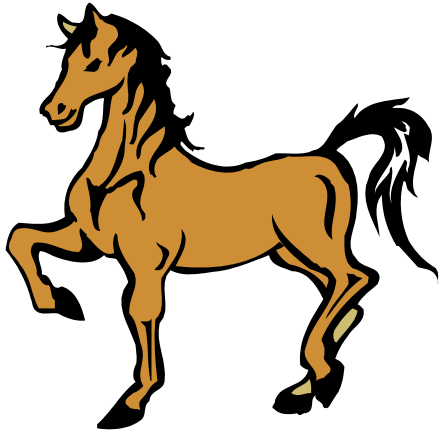
G G E E

Listen to 'Cat went Fiddle-i-fee' and try singing it without the CD, using D and F# to start.

'Bought me a cat. Cat pleased me'

D D D F# D D F#

Collect some puppets or use the picture cards below to help you make up new verses.



The horse says nei-gh, the mouse says ee-ek and the fish mimes in a fish like manner!
F# A F# A

If following the long activity, collect some instruments together that the children might use to illustrate each vocal sound, e.g. shakers/drums/scrapers/woodblocks or coconut shells/jingles/Indian bells. Each group will play their sound on the appropriate vocal sound.

Listen to 'Mouse, mousie' (p.45 Singing Games and Rhymes) and try singing it without the CD, using A, F# and D to start.

'Mouse, mousie, little mousie'
A F# D A A F# D

This is a very simple but energetic game to end the session.



Listen to, 'Naughty Pussie Cat' (p.79 Singing Games and Rhymes) and try singing it without the CD, using F#, A and B to start.

'Naughty Pussie Cat. You are very fat'
F# A A B A F# A A B A

Read the instructions and practise lifting and lowering your arms in the appropriate places.



You will ask a couple of volunteers to play the rhythm of the words on un-tuned instruments, e.g. claves or maracas.

Naughty Pussie Cat (silence). You are very fat (silence).
You've got butter on your whiskers Naughty Pussie Cat (silence).



Next time you will ask a child to add a drone to that using D and A chime bars played together. They will play the pulse of the song.

e.g. Naughty Pussie Cat _ . You are very fat _ .
You've got butter on your whiskers Naughty Pussie Cat.

i.e. The chime bars will be sounded when the singers and children playing the rhythm of the words are silent.

SHORT ACTIVITY 1:

7 mins

Explain to the children that all the songs they will be singing and games they will be playing today are about animals. Listen to 'Doggie, doggie and then learn the whole song together. If you feel confident, sing each line and ask the children to echo you. Now sing through the entire song.

Tip: As you sing lines 3 and 4, show the pitch of the melody in the air with your hand, e.g:

Who stole Your bone



Now ask a child to volunteer to be the doggie and to sit in the middle.

If they are wearing your sock puppet or holding a dog, they may not feel so conscious of singing, 'someone stole it from my home', alone.

When the child in the middle has closed her eyes, give another volunteer the 'bone' (clave). She or he will sing, 'I stole your bone'. Try singing through the song again, using G and E to start.



5 mins

Show the children the first three animal cards and listen to 'Cat went fiddle-i-fee'. Ask them to remember what noise each animal made and then try singing the song with the CD, holding up the cat, dog and frog cards in the appropriate places.

Tip: Help the children learn the words by pointing to 'Yonder tree' and adding actions to the 'sounding' words, e.g. preening ears on 'fiddle-i-fee', hands in front as if dog is begging on 'woof' and hopping on the spot on 'ribbit'.)

3 mins



Listen to 'Mouse, mousie' and choose a kitten to curl up in the centre. Tell the children when to shout 'run'. At this point the kitten will chase a chosen mouse around and the outside of the circle. Try this once with the CD.

3 mins



Listen to 'Naughty Pussie Cat' and ask the children to tap their knees to the pulse. What do they notice happens after 'cat', 'fat', and 'cat'? (There is a silence). Ask them to join hands to lift up their arms during the first silence, lower them during the second and raise and lower them quickly during the third. Speak through the chant, adding these arm movements.

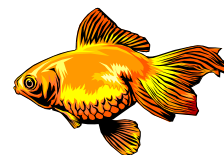
LONG ACTIVITY 1:

8 mins

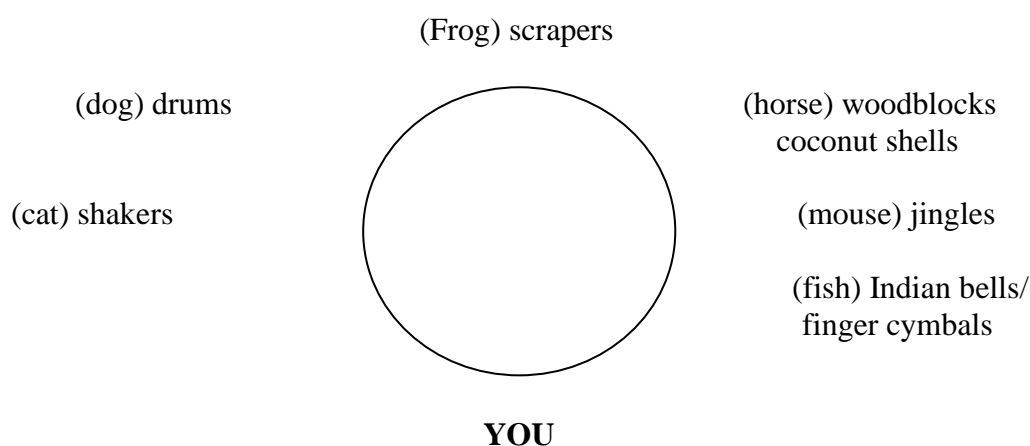
Introduce 'Doggie, Doggie' as in Short Activity 1. You may have time to change volunteers twice.

12 mins

Introduce 'Cat went fiddle-i-fee' as in Short Activity 1 but introduce all six animals. The children could trot on the spot while they sing 'neigh', hold their hands up in front of their noses on 'eek' and just mime the goldfish's mouth shape during the final verse.



Give out instruments around the circle for each animal like so:



Speak through each verse slowly and give each group the opportunity to play their sounds in the appropriate places.

Now sing the entire song, using D and F# chime bars to begin.



Extension: Try leaving out the fiddle-i-fee/woofs/ribbits/neighs/eeks and just playing the sounds.

1 min

Put the instruments away by asking each 'animal' in turn.



7 mins

Teach the children 'Mouse, mousie' as in Short Activity 1 but after trying the game once with the CD. Try singing the song with the CD and then try singing the game again with everyone 'creeping' round in a circle as they sing.



7 mins

Teach the children 'Naughty Pussie Cat' as in Short Activity 1 but sing the song with the CD and then ask all the children to tap the rhythm of the words and turn their hands over so their palms are facing upwards during the silence or rest. Notice which two children were able to do that particularly well and ask them to play the rhythmic patterns on claves/maracas.

Play the game as many times as time allows.

2 mins

Reflection:

What animals did they sing about today?

Which was their favourite vocal sound in 'Cat went fiddle-i-fee'?

What was their favourite instrumental sound?





Can they say why? (Because the scraper sounded a bit like a frog?)

Assessment:

Can the volunteers sing a solo phrase with awareness of pitch?

Can they play instruments with control?

Can they listen attentively and respond to key words or to silence ( )?



Can they play a simple rhythm?

Music corner/table activity:

Leave out some pictures of animals on the table. Leave out the D and F# chimes next to them.



Can the children pick out 'Bought me a cat' and sing the verses to themselves? D D D F#.



Can the children pick out 'Bought me a cat. Cat pleased me' and make up some new verses for the song?



Musical Activity 2

Musical content:

- The children will learn a new call and response chant.
- Those following the short activity will revise a song and add instrumental sounds.
- They will revise an action game.
- Those following the long activity will read a poem and its accompanying song.
- They will add instrumental sounds to it.
- They will learn a new singing game.

Learning intentions:

- To sing songs and chants with confidence and accuracy.
- To sing alone and in a group.
- To explore instrumental sounds.
- To play with control.
- To move to a steady beat.
- To respond to changes in tempo.
- To listen attentively.

Resources:

- Singing Games and Rhymes for Early Years (NYCoS).
- A CD player.
- A toy mouse and a puppet.
- Cards to accompany 'cat went fiddle-i-fee' (short activity).
- Over in the Meadow by Jane Cabrera (ISBN 1-86233 – 280 – 0)
- D E F# G A and B chime bars.
- A variety of percussion instruments.

Preparation:

Listen to 'Tommy Tattlemouse' (p.23 Singing Games and Rhymes) and sing along with the CD. Try singing the song alone, using a G to start. The child who sits in the centre is the mouse (and could hold a toy mouse). The child who volunteers (silently) to sing, 'Yes, it's me!' will hold a puppet.

G G E

All the children will put their hands behind their backs and the child in the centre has to guess who has sung.

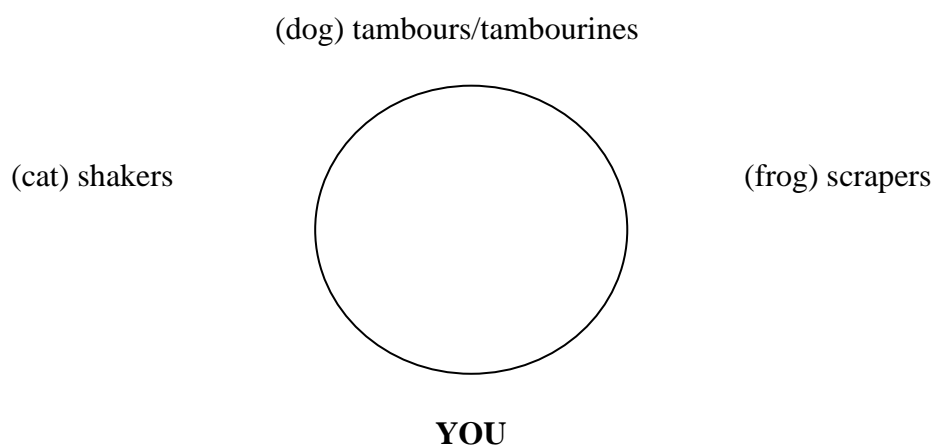
Preparation for Short Activity:

Listen to 'Cat went fiddle-i-fee' (p.90 Singing Games and Rhymes) and remind yourself how to sing it. Try singing it alone using D and F# to start (Bought me a cat)

D D D F#

Find the cat, dog and frog cards.

The children will be adding sounds to these verses on fiddle-i-fee, wo-of and rib-bit. They will be playing the rhythm of those words. You will need to divide them into three groups and give out shakers, tambours/tambourines and scrapers.



Listen to 'Mouse, mousie' (p.45 Singing Games and Rhymes) and remind yourself of the game. If you want to sing it without the CD, use A, F# and D to start.

Mouse, mousie, little mousie

A F# D A A F# D



Listen to 'Naughty Pussie Cat' (p.79 Singing Games and Rhymes) and remind yourself of the game. If you want to sing it without the CD, use F#, A and B to start.

Naughty Pussie Cat

F# A A B A



Preparation for Long Activity:

Read 'Over in the Meadow'. I have used the version by Jane Cabrera but I know that there are several others. Listen to 'Over in the Meadow' (p.30 Singing Games and Rhymes). You will sing the main song and the children sing, 'we'll sing'.

B A



You will be teaching the children how to sing the entire song, starting with lines 3 and 4 and then one and two.



The children will change the words to fit Jane Cabrera's poem so you will need to show them each page in turn and remind the children what each creature is doing.



The children will need to be divided into ten groups so that each group can play their instruments on 'dig' and 'I dig' in verse one, 'swim' and 'we swim' in verse 2 and so on.

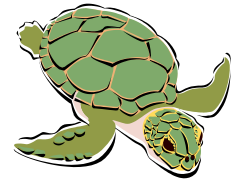


The children will play a steady pulse during lines one, two and four and play on 'dig' and 'I dig' on line three, e.g:

Over in the meadow in the sand in the sun
Lived Old Mother Turtle and her little turtle one _.
'Dig', said the mother. 'I dig', said the one.
So they dug all day in the sand in the sun _.

My suggestions:

- **Verse 1:** Turtles digging (triangles held tightly)
- **Verse 2:** Fish swimming (finger cymbals)
- **Verse 3:** Owls tu-whooping (recorder)
- **Verse 4:** Rats gnawing (clatterpillar/claves)
- **Verse 5:** Bees buzzing (maracas)
- **Verse 6:** Ducks quacking (castanets)
- **Verse 7:** Frogs jumping (chatterbox/cabasa)
- **Verse 8:** Lizards basking (guiros)
- **Verse 9:** Worms wiggling (jingles)
- **Verse 10:** Rabbits twitching (tambourines/tambours flicked).



Listen to 'Snail, snail' (p.17 Singing Games and Rhymes) and read the instructions. Try singing it without the CD, using G and E to start (Snail, snail, snail, snail)

G E G E

The children will walk to the pulse.



Listen to 'Slowly, slowly' (p.43 Singing Games and Rhymes). The children will walk to the pulse of this rhyme, e.g:

Slowly, slowly, very slowly, creeps the snail _ .

Faster, faster, so much faster, runs the little mouse _ .

(Notice how the pulse will only get faster if you say the second chant faster. You are not just stepping the rhythm of the words, i.e. faster faster so much faster).

SHORT ACTIVITY 2:

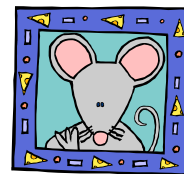
6 mins

Introduce 'Tommy Tattlemouse' to the children and listen to the song. Ask everyone to sing 'Yes, it's me' using the G and E chime bars and your hand in the air to show the shape of the melody.

Yes, it's

Me

Teach the children to sing the whole song and then choose a mouse and a secret volunteer to sing the last three words alone.






Extension: Ask the 'mouse' to guess who sang, 'yes it's me' by naming the child before he or she opens his or her eyes, i.e they are listening purely for the timbre of the voice and not for the direction from which it came. I always give Tommy Tattlemouse three chances of guessing the singer.

5 mins

Remind the children of the 'Cat went fiddle-i-fee'. Sing through the song, holding up the appropriate card before each verse.

Now divide the children into three groups and give out the instruments. Check that group 1 can play the pattern, fiddle-i-fee', group 2 can play the pattern, 'wo-of' and group 3 the pattern, 'rib-bet'. Now sing the song and add the instrumental sounds.

4 mins

Remind the children of 'Mouse, mousie' () and 'Naughty Pussie Cat' ( ) and then play them, using the CD to help with the words.

LONG ACTIVITY 2:

6 mins

Introduce 'Tommy Tattlemouse' as in 'Short Activity 2'.

12 mins

Read the children 'Over in the Meadow' and show them the pictures. Now listen to the song. Ask the children to join in with 'we'll sing', using your hand in the air to show them that 'we'll' is higher than 'sing'.



Teach the children how to sing the whole tune. Now go back to the book.



Ask the children to sing 'Dig/swim/tu-who/gnaw/buzz/quack/jump/bask/wiggle/twitch' and 'I dig/we swim' etc.



Use actions to help the children learn all the lines of each verse.



Now sing verse 1 again and ask the children to copy you as you tap your knees on 'Dig' and 'I dig'. Hand out the instruments for each verse, practising that same principle with each group as they receive the instruments.





Sing verse 1 and ask the children to copy you as you keep a steady beat during lines 1 and 2, as you tap on 'dig' and 'I dig' and keep a steady beat during line 4. Hand out the instruments for each verse, practising the pulse and the sounds on the action words each time.

5 mins

You are now ready to perform the whole song!

5 mins

Ask each group to put their instruments away and then teach them 'Snail, snail' () 'Slowly, slowly' (). Finish by using a very slow animal, e.g: 'Tortoise, tortoise, plod around and round and round' and then sit down.

2 mins

Reflection:

Ask the children what their favourite activity was?

What was their favourite sound?

Can they remember what creature it represented?

What other animals might they use in the 'snail, snail'/'slowly, slowly' chants?

Assessment:

Can individual children listen attentively?

Can individual children sing alone accurately?

Can they play a steady beat?

Can they play with awareness of the words of a song?

Can they move to a steady beat?

Can they respond to changes in tempo?



Music corner/table activity:

Lay out an assortment of animal pictures.

Ask the children to sing the tune 'snail, snail/ but to use another animal and to decide how it should move.

Ask pairs of children to use new animals in their own 'Over in the meadow' song.

They must decide where the animal lives, how many babies she has and what she tells them to do. Can they sing their ideas so they fit the 'Over the meadow' melody?

Musical Activity 3

Musical content:



- The children will learn a new singing game
- Revisit a call and response song.
- Play two listening games.
- Play a listening and movement game (Long Activity).

Learning intentions:

- To sing a variety of songs and chants.
- To sing alone with confidence and awareness of pitch.
- To listen attentively.
- To recognise vocal sounds.
- To recognise the timbre of percussion instruments.
- To respond to sounds with movement (Long Activity).

Resources:



- Singing Games and Rhymes for Early Years (NYCoS).
- High Low Dolly Pepper (A&C Black).
- Noah snap cards (see 'preparation').
- Some puppets
- A single clave.
- A variety of percussion instruments.
- A CD player.
- D, E, F#, G and A chime bars.
- A shoe box.

Preparation:



Listen to 'Pass the puppet' (p.56 Singing Games and Rhymes) and collect some animal puppets or toys to pass around the circle. Lay out the D, F# and A chime bars and try singing questions using the notes in different orders, e.g:

Who's got the dog?

A F# F# D

Who's got the cat?

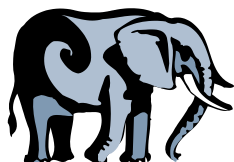
D F# F# A

Who's got the elephant?

A F# F# A A F#

Who's got the hedgehog?

D A A D D





Listen to 'Here sits a mouse' (p.47 Singing Games and Rhymes) and try singing it without the CD, using G, A and E to start (Here sits a mouse).

G G A G E

Read the instructions on page 47. When playing make sure the child who takes the bells plays them either as he or she is returning to his/her space or when she or he is sitting down.



Place bells and another instrument with a very different sound quality or 'timbre' next to the mouse (e.g. claves).

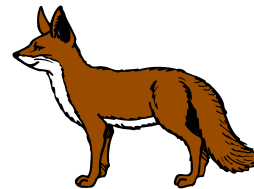


Place bells and an instrument with a similar timbre next to the mouse (e.g. finger cymbals/triangle).

Read 'Noah snap' (p.12 High Low Dolly Pepper) and photocopy how ever many cards you need, depending on the size of your group. You may for example, divide the children into two groups and elect a 'turner-over' in each. You may prefer to have three or four groups. If playing with several groups, you will not need a screen but you will need an ark (a shoe box).

If following the long activity, read 'Woodland Warnings' (p.25 High Low Dolly Pepper) and decide how you are going to divide your children up and what instrumental sound you might have for each, e.g:

- Woodmice – finger cymbals
- Squirrels – claves
- Foxes – tambourines shaken
- Badgers – tambour
- Owls – recorder/chime bar
- Hedgehog - maracas



Choose only three animals



Choose more animals



Choose more animals or make some of the sounds more similar, e.g.

- Badger – cabasa
- Hedgehog – maracas
- Woodmice – finger cymbals
- Owls – triangle

SHORT ACTIVITY 3:



5 mins

Remind the children of 'Doggie, Doggie'. Listen to the song, sing it all together and then practise it in three groups (one group is 'all', one group is the doggie and a third 'the culprit'!) Then try the game with volunteers.



5 mins

Listen to 'Pass the puppet' and show the children your puppets. Lay your D F# A chime bars out in front of you and sing a few questions to all the children, e.g:

Who has the mouse? Show the shape of the melody with your hand, e.g:

D F# F# A

**MOUSE?
HAS THE
WHO**

The children must reply:

**MOUSE
HAVE THE
I**

Now place the puppets in different parts of the circle and show the children which way to pass them. Tap a tambourine while they do this. When you stop playing, they must all hide their hands behind their backs. Turn away from the children and, using your chime bars, ask where each puppet is in turn. (If possible, use your other hand to show the shape of the melody). See if each child can copy the pitch of the question in their answer and try to guess who is singing.



(Can a child lead this game?)

5 mins




Listen to 'Mousie, mousie' and choose a mouse to curl up in the centre of the circle. Play the game as suggested in 'preparation', using the CD to help you sing.

5 mins

Show the children the eight 'Noah Snap' cards and agree on a vocal sound for each. Divide the children into two groups and ask each group to sit in a circle. Give the cards to one child in each group. He or she will turn the card over when you say, 'Let's play snap' and the other children will make the appropriate vocal sound. The first team to say 'snap' can either put the matching pair in the ark or make a pile of won cards next to their circle.

LONG ACTIVITY 3:

Follow the activities from 'Short Activity 3' but allow:


5 minutes for: Doggie, doggie. 
Pass the puppet  

8 minutes for: Here sits a mousie

7 minutes for: Noah snap


8 mins

Tell the children that they are going to pretend to be woodland creatures.

 Choose three creatures and ask all the children to show you how each moves. Now choose a sound for each and divide the children into three groups, giving each group a creature. Ask all the children to move until they hear the instrumental sound which represents them. At this point they should freeze.




 Choose four or five creatures and play the game as above.

 Choose four or five creatures but make sure some of the chosen sounds have a similar timbre. Tell the children why you have chosen these similar sounds (to make them listen even more attentively).

2 mins

Reflection:

Ask the children what skills they had to use today (movement, singing and listening).

 Ask the children if there were any sounds that were hard to tell apart.

Assessment:

Can individual children copy a sung phrase?

Can they sing confidently alone?

Can they identify where a sound is being played?

Can they distinguish between different instrumental sounds?

 Can they distinguish between sounds of a similar timbre?

Can they listen attentively when moving?

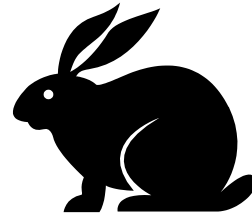
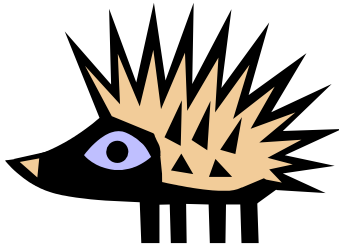
Music corner/table activity:

Set up the table so there is a screen across the middle (a big book would work well).



Give the children the opportunity to play 'Noah Snap' in pairs.

Leave out the D F# A chime bars and ask pairs of children to ask questions and sing the answers, using the chime bars to help (leave out a selection of puppets for one child to hold).



Musical Activity 4

Musical content:

- The children will use their voices in different ways in order to say a familiar rhyme.
- They will compose a musical setting for a poem.
- They will sing an action song and internalise some of the words.
- If following the long activity, they will revise 'Over the Meadow'.

Learning intentions:

- To use the voice expressively.
- To use the whole range of the voice.
- To identify high and low vocal sounds.
- To explore and select high and low instrumental sounds.
- To internalise the melody and lyrics of a song.
- To play and sing within a group.
- To play a steady pulse.

Resources:

- High Low Dolly Pepper (A&C Black)
 - Three hoops.
 - A selection of tuned and untuned percussion.
 - Playsongs by Sheena Roberts.
 - Over the Meadow by Jane Cabrera.
 - Singing Games and Rhymes for Early Years.
 - D and A chime bars.
 - A CD player.
- } Long Activity

Preparation:

Look at pages 58 and 59 in 'High Low Dolly Pepper'. The children will be saying 'This little piggy went to market' in a high-pitched voice and then making up a new verse (This old bear went to market) and saying it in a low voice.

They will be sorting chime bars and untuned percussion such as shakers, cymbals and tambours into high, low and 'hard to say' groups and then using low sounds to accompany the first verse of 'Rabbit and Lark' and high sounds to accompany the second.

(NB: Although untuned instruments, as their name suggests do not have an actual pitch, we can group them into higher or lower 'sounds').

If following the long activity:

Listen to 'Little Peter Rabbit' (p.10/Track 6 Playsongs) and try singing it without the CD, using a D to start.



Many of the children will be familiar with this song so it may be possible to treat it like 'Head, shoulders, knees and toes' and to sing increasing amounts of the song in their heads.

Revise the 'Over in the Meadow' activity which you followed in 'Musical Activity 2'.



The children may be able to internalise the action words in each verse (eg 'dig' and 'I dig') and just play the sounds in their place.

SHORT ACTIVITY 4:

2 mins

Play 'Taking Off' with the children. When your hands are on your knees their voices should be silent but when you raise them off your knees, they should find their lowest humming sound. Ask them to follow your hands with their voices as you raise them up. What happened to their voices as you raised your hands? (They got higher.)

5 mins

Tell the children the well-known poem, 'This little piggy went to market' and ask them what sort of voice a little piggy might have, high or low? Ask the children to say the poem with you in their highest voices.

Now ask them to help you make up the words to 'This old bear went to market', e.g:

This old bear went to market
This old bear stayed at home
This old bear had honey
This old bear had none
This all bear went grr grr grr
All the way home.

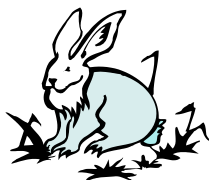


Should they say it in a high or low voice? Try saying the new poem in very low voices.

8 mins

Show the children a small selection of percussion instruments, e.g. a small and large tambour, a tambourine, a small and large triangle, some finger cymbals, some jingles, maracas, a woodblock, some small and large claves, an egg shaker and a guiro. Lay out your three hoops and ask children to choose an instrument, to play it and then decide whether the sound is high, low or whether it is hard to say.

Look at the two tambours/triangles/pairs of claves. What can they tell you about the size of each instrument in the high hoop (it is small) and in the low hoop (it is larger). Show the children the chime bars of obvious difference in length which might sound high (the small or short one) and which might sound low (the large or long one)? Test this out.



Read the children the 'Rabbit and the Lark' and ask them which sounds should accompany which verse. Give out some high and low sounds and ask the other children to find a space and pretend to be digging downwards like a rabbit and then stretching upwards to the sky as you say each verse and the other children play their sounds.



Swap over roles if time.

LONG ACTIVITY 4:

15 mins

Follow the activities in 'Short Activity 4'.

5 mins

Remind the children of the song, 'Over in the Meadow' (p.30 Singing Games and Rhymes) and sing it with the CD.



(The children may just sing 'we sing').

Remind the children of the poem, 'Over in the Meadow' and ask them to help you tell the story by singing each verse (use an A to start and actions to help the children to remember where the mummy is and what she tells her children to do).

5 mins

Remind the children how they fitted the sounds into the story.



Played on the action words ('dig' and 'I dig').



Played a pulse throughout lines 1, 2 and 4 and only on 'dig' and 'I dig' on line 3.

Try playing and singing each verse, stopping each time to ensure the instrumentalists know when it is their turn to play.



Extension: Ask the children to miss out the action words and to sing them in their heads. The only sound that will be heard is the sound of the instruments in these two places.

4 mins

Lay the instruments on the floor and stand up ready to sing, 'Little Peter Rabbit'. Listen to the song and using a D, teach it to the children slowly, line by line, adding the actions immediately. Now sing the entire song through.

1 min

Reflection:

Ask each group to put their instruments away, ask them to tell you if their sound was high, low or whether it was hard to say.

Assessment:

Can the children distinguish between high and low sounds?

Can they identify high and low instrumental sounds?

Can they play with control?

Can they maintain a steady pulse?

Can they internalise parts of a melody?

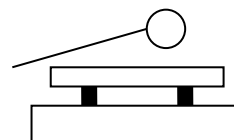
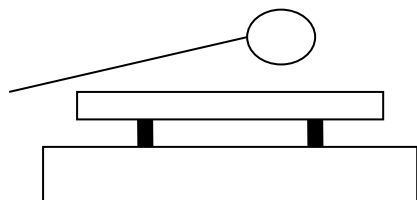


Music corner/table activity:

Lay out a selection of chime bars and a picture of a rabbit and a bird (lark if possible). Ask the children to play each chime bar and to lay them next to the appropriate picture. Can pairs of children use the sorted chime bars in order to create 'rabbit burrowing' and 'lark soaring' music?



Lay out a xylophone and ask the children to place the pictures of the rabbit and lark at the end which has the appropriate sound. Ask them to experiment with playing 'underground' and 'flying high' music on the keys they have chosen.



Musical Activity 5

Musical content:



- The children will explore a variety of vocal sounds in order to tell a poem.
- They will read a story and learn the music to which it is set.
- They will select instrumental sounds to accompany the story/song.



- They will read a story and set the text to music.
- They will select instrumental sounds to accompany the story/song.
- They will learn an action song.

Learning intentions:

- To explore long and short vocal sounds.
- To explore long and short instrumental sounds.
- To select sounds to reflect the text of a story.
- To play with control
- To listen attentively.
- To sing a variety of songs with enjoyment and enthusiasm.
- To select and organise sounds into a phrase.



Resources:



- High Low Dolly Pepper (A&C Black).
- Animal prompt cards (see preparation).
- The Animal Boogie (with CD) by Debbie Harter (Barefoot Books ISBN 1-84148-095-9).



- Walking through the Jungle by Debbie Harter (Barefoot Books ISBN 1-901223-76-0).

- Playsongs by Sheena Roberts.
- A variety of percussion instruments.



- C D E G and A chime bars (2 sets).
- A CD player.

Preparation:

Read 'Who is tapping at my window?' (p.77 High Low Dolly Pepper) and look at the suggestions below the poem. Photocopy and cut out the animal prompt cards.



Read 'The Animal Boogie' and then try singing along with the CD. The song starts on a G. If you find this too high but feel confident that you know the shape of the melody, try starting on a D.

The children will be adding movements to ‘shaking’, ‘swinging’, ‘stamping’, ‘flying’, ‘leaping’, ‘slithering’ and ‘swaying’.

They will be repeating those movements on the third line of each verse, e.g. ‘with a shaky shake here and a shaky shake there’.

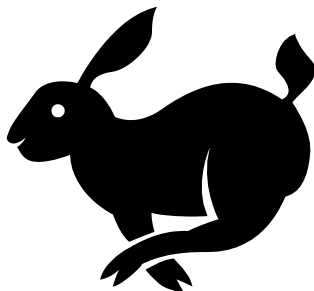
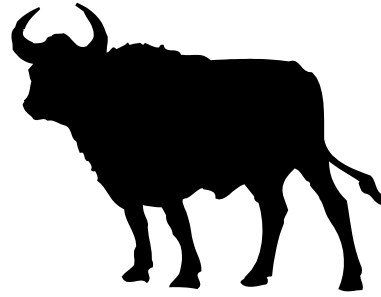
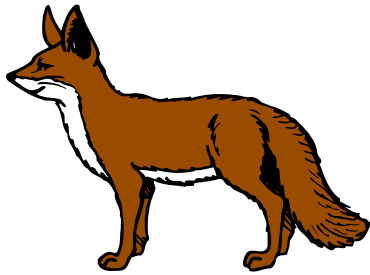
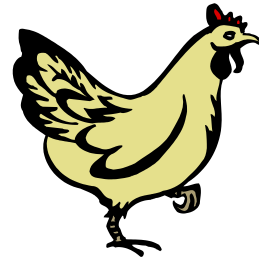
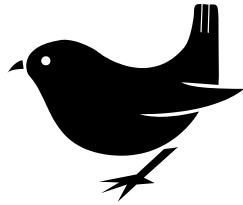
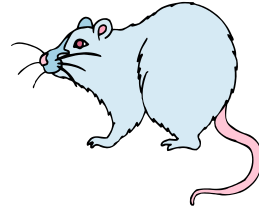
They will be selecting sounds to accompany each chorus, e.g:

She goes shake, shake, boogie, woogie, oogie,
Shake, shake, boogie, woogie, oogie!
Shake, shake, boogie, woogie, oogie,
That’s the way she’s shaking here and there.

Here are some suggestions but do allow the children to choose their own:

- Bear: (shake) maracas.
- Monkey (swing) run a beater up and down a xylophone
- Elephant (stomp) tambour/drum
- Bird (flap) clattersticks/castanets/claves
- Leopard (leap) chatterbox/rainstick
- Snake (slither) guiro/cabasa
- We are! (sway) all the instruments.

Prompt cards for ‘Who is tapping at my window?’ as follows:





Read 'Walking through the Jungle'.

Set out the C, D, E, G and A chime bars in front of you and try setting the phrase 'walking through the jungle' to the notes G and A, e.g.:

Walking through the jungle

G G A A G G

Walking through the jungle

G G A A G G

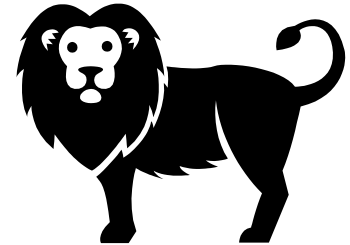
Now try setting the phrase, 'what do you see?' to the notes C, D and E but do not end on C, e.g:

What do you see?

E D D E

What do you see?

E D D E



Use G and A as a setting for the words, 'I think I see a lion', e.g:

I think I see a lion.

G G G A A G G

And C D E as a setting for the final phrase, 'chasing after me'. This time, finish on C (This is like a musical 'full-stop'), e.g.:

Chasing after me

D D E E C

Chasing after me

D D E E C

Decide whether you would like your children to try this or whether you would like to use your idea. The other verses will use the same melody. The children will be selecting sounds to represent the animals sounds, e.g:

Roar:	tambourines shaken/tambours
Whoosh:	rainstick/jingles
Howl:	recorder/glockenspiel
Snap:	claves/woodblocks
Hiss:	maracas/chatterbox
Growl:	guiro

They will make their selection by identifying the length or duration of each sound as long or short.

They will sing the song and add vocal and instrumental sounds in the correct places.



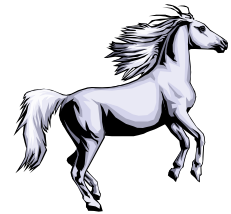
Listen to 'Kangaroos like to hop' (p.38/track 38 Playsongs). This is a very simple song which the children can sing with the CD (twice) but it provides action for the end of the session and material to reflect upon, i.e. which sounds were short and which were long? What instrumental sounds did they hear?

SHORT ACTIVITY 5:

6 mins:

Introduce 'Who is tapping at my window?' by asking the children to imagine what sound each of the animals at the window would make. Compare the sounds and ask the children which are long and which are short. Lay out the picture cards in two groups of sounds, long and short.

Now ask all the children to think of animals which produce long and short sounds, e.g. a cat spits and purrs, a dog growls and barks and a horse trots and neighs.



As suggested on page 77, sit in a circle and say the poem together, pointing at each of the picture cards in turn to help the children. At the end of each line, pause and point to a child to imitate the animal's sound. At the end ask some children to make long rain sounds, (e.g: ssh) and some to make short sounds (e.g: pitter, patter, plop, plop or drip drop).

5 mins



Read through 'The Animal Boogie' and then listen to the song. Try singing the song, using the pictures in the story to help.

Now choose some actions for the children to add to each verse. Speak through each verse, adding the actions.

For each chorus, tap the knees on the action word, e.g 'shake, shake' as this is where they will be playing their instruments.

On 'boogie, woogie, oogie' they can twist side to side on the spot.

4 mins

Try singing the entire song through once more.

5 mins



Read through 'Walking through the Jungle' and either teach the children your setting of the words or allow four children the opportunity to set each phrase to music.

Phrases 1 and 3, G and A
Phrases 2 and 4, C, D and E.

When you have refined the tunes so they are easy to sing and everyone is pleased with them, sing each one whilst playing the chime bars and ask everyone to sing it back.

4 mins

Now stand up and sing through the whole song. Add walking/floating/climbing/swimming/trekking/slipping/running actions on the spot and encourage the children to use their voices and faces energetically and with exaggeration, in the appropriate places!



LONG ACTIVITY 5:

15 mins

Follow the activities from 'Short Activity 5'.

10 mins



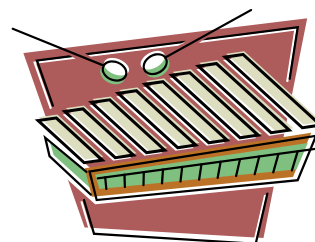
Talk to the children about the different sounds or movements that the animals make in 'The Animal Boogie'.

Can they split them into long and short sounds?

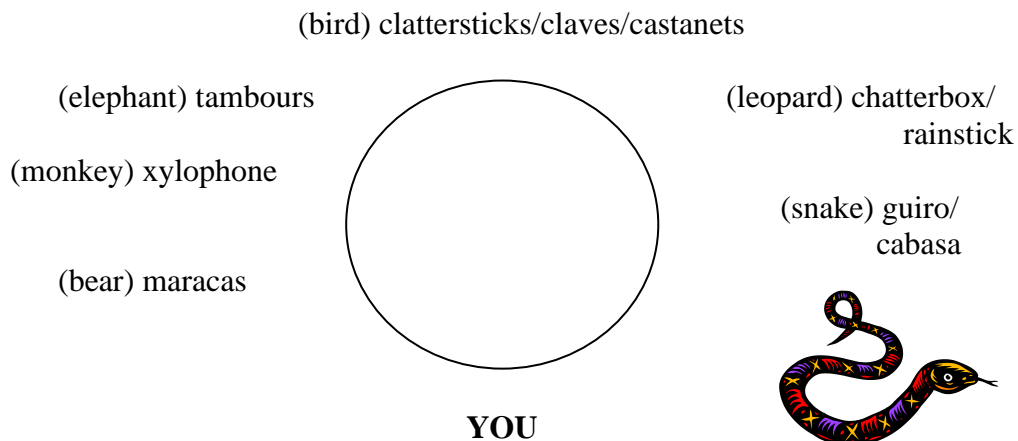
Long – shake/swing/leap/slither/sway.

Short – stamp/flap.

Either ask children to select sounds from the instrument trolley or lay some on the carpet, play each and ask the children to choose one for each animal.



If you have enough instruments then hand them out around the circle, e.g:



If not, hand out instruments to half the children and perform the song twice. The children without instruments can perform the actions and will be able to 'boogie, woogie, woogie' uninhibited by an instrument!

Perform the song with actions and instruments and ask every to play on 'sway, sway'.

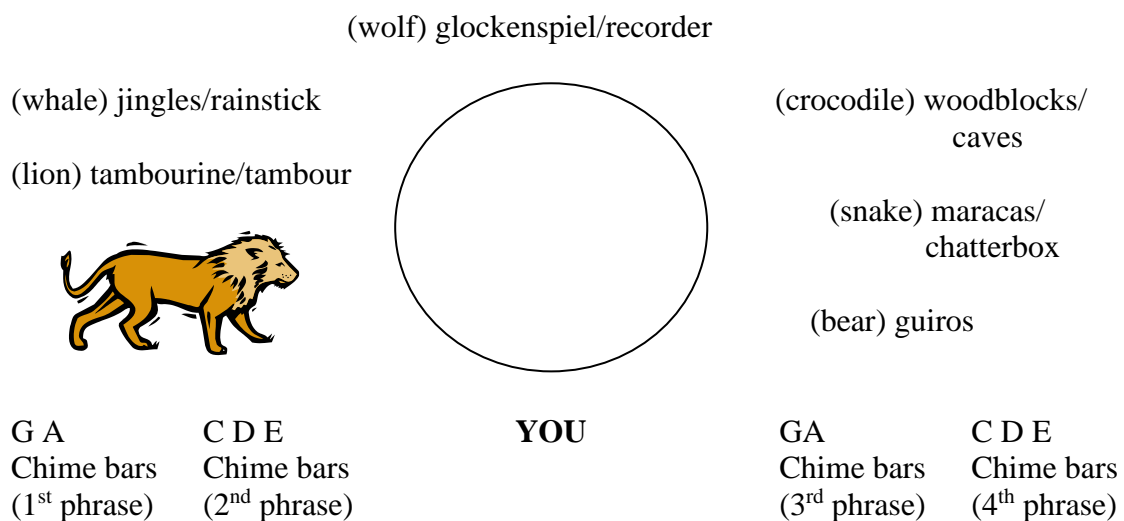
10 mins



Talk to the children about the animal sounds in 'Walking through the Jungle'. Which are long (roar/whoosh/howl/hiss/growl) and which are short (snap)?

Ask the children to select sounds from the carpet or trolley for each and ask particularly for suggestions as to how a howl might be represented? (The pitch rises quite quickly).

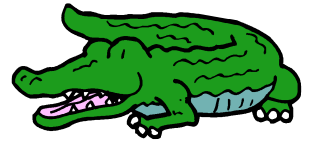
If you do not have enough instruments for every child, then sing and perform the song twice. The children without instruments can add the actions. You might like to arrange the children like so:





4 mins

Pack the instruments away, creature by creature and then sit down and listen to 'Kangaroos'. Ask the children to join in with the actions when you play the song again.



1 min

Reflection:

Ask the children which sounds in the last song were short (hop, clip clap and bonk) and which were long (weee).

Could they recognise the instruments which played them on the CD? (a ruler twanged, a whistle, some cups on a table, the guitar strings were twanged).

Assessment:

- Can the children identify long and short vocal sounds?
- Can they distinguish between long and short instrumental sounds?
- Can they explore and select sounds?
- Can they organise tuned sounds into a simple phrase?
- Can they play with control?
- Can they listen attentively?
- Can they move in response to words in a poem or song?



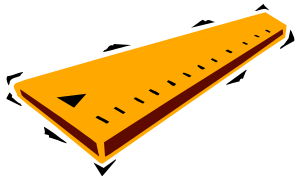
Music corner/table activity:

Leave out some household items, e.g. plastic cups, a ruler, two pencils, a pencil tin, some scrunched up paper.

Ask the children to 'play' these instruments and to divide them up into long or short sounds.



Leave out the C D E G A chime bars and give pairs of children the opportunity to set the first four phrases of 'Walking through the Jungle' to music.



Musical Activity 6

Musical content:

If following the short activity the children will:

- Sing a song and add instrumental sounds to it.
- Learn a short action song and discuss the duration of the sounds in it.

If following the long activity the children will:

- Revise the song and the sounds and movements they have added to it.
- They will record their performance.
- They will play 'Jungle Snap'.
- They will combine some of the sounds.
- They will use some of the sounds to create some original music.
- They will revisit two action songs.



Learning intentions:

- To move to a steady beat.
- To respond to words with movement.
- To respond to words with sound.
- To identify the duration of sounds.
- To explore instrumental sounds (timbre).
- To identify instrumental sounds.
- To select and combine instrumental sounds.
- To play in large and small groups.
- To follow graphic symbols.
- To sing a variety of songs with enjoyment and enthusiasm.
- To comment upon their own work.



Resources:

- Playsongs by Sheena Roberts.
- The Animal Boogie by Debbie Harter.
- Walking through the Jungle by Debbie Harter.
- A CD/tape recorder.
- A blank cassette.
- A variety of percussion.
- C D E G and A chime bars.
- Jungle Snap cards (see preparation).
- Jungle Snap cards and an empty grid (see preparation).
- 'Walking through the Jungle' score (see preparation).



Preparation:

If following the short activity listen to 'Kangaroos like to hop' (p.38 Playsongs). You will be asking the children to make the actions and to discuss the length of the sounds (only 'weee' is long).



Read the 'Animal Boogie' and sing along with the CD. If you find the melody too high but feel that you know it well, then try singing it without the CD, starting on D. The children will be dividing the action words in the song into short and long sounds and selecting instrumental sounds to illustrate them. Here are my suggestions:

- Shake (bear) – maracas
- Swing (monkey) – xylophone (swish up and down)
- Stamp (elephant) – tambours/drums
- Flap (bird) – clattersticks/claves/castanets
- Leap (leopard) – chatterbox/rainstick
- Slither (snake) – guiro/cabasa

They will play the sounds on shake, shake/swing, swing, etc. during the chorus and in 'shaky shake' during the verse. If not all the children are playing then those without instruments can add the actions.



Read 'Walking through the Jungle' and remember the musical setting that either you or the children composed last time. Use the C D E G and A chime bars to help you remember it.

The children will be deciding which of the animal sounds are long and which are short and selecting the instrumental sounds to illustrate them. Here are my suggestions:

- Roar (lion) – tambourines/tambours
- Whoosh (whale) – rainsticks/jingles
- Howl (wolf) – recorder/glockenspiel
- Snap (crocodile) – claves/woodblock
- Hiss (snake) – maracas/chatterbox
- Growl (bear) – guiros

If following the long activity remind yourself of the activities you followed last week. You will be singing the songs and adding the instrumental sounds and movements to your story.







You will need to photocopy the 'Jungle Snap' cards and make as many sets as necessary in order to play the game with your children. You will need two sets per group. (See over).

You will play the game in the same way as you played 'Noah Snap' (see Activity 3).



You will need to photocopy the 'Jungle Snap' cards twice and enlarge the composition grid. The children will choose 4 sounds from 'The Animal Boogie' (e.g. shake, swing, stamp, and slither) and use the picture cards to help them make a musical score.

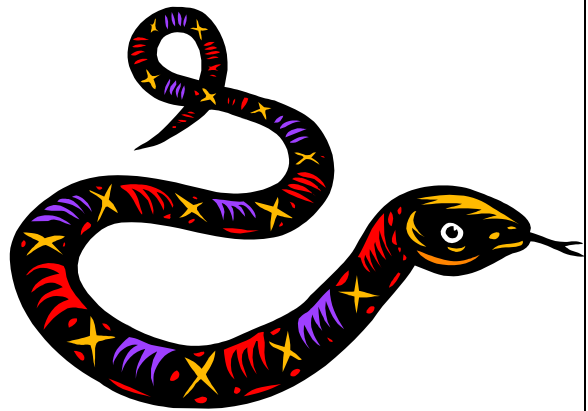
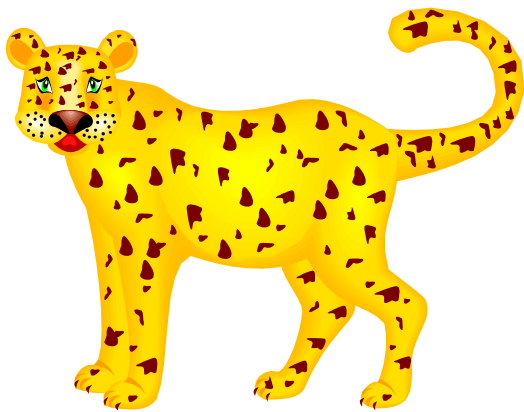
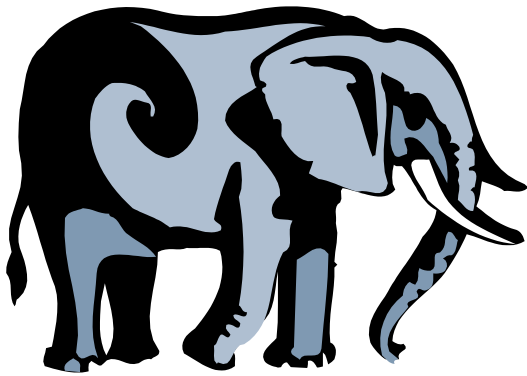
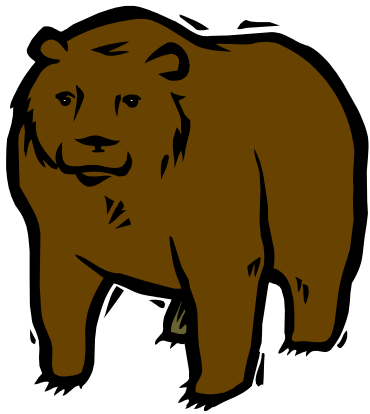
1	2	3	4
			
			
			
			

As you point to column 1, the children playing the shaking sounds should play.









As you point to column 2, the children playing the swinging sounds should play.

As you point to column 3, the children playing the stomping sounds should play.

As you point to column 4, the children playing the slithering sounds should play.



To make the score more interesting add the second picture card to each line, e.g:

1	2	3	4
			
			
			
			

Column 1: shaking and slithering sounds.

Column 2: swinging and stamping sounds.

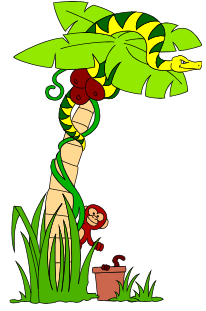
Column 3: shaking and stamping sounds.

Column 4: swimming and slithering sounds.

(Bears play in columns 1 and 3, monkeys in columns 2 and 4, elephants in columns 2 and 3 and snakes in columns 1 and 4).



You will need to photocopy and enlarge the 'Walking in the Jungle score' (see over). The children will add the appropriate sounds to each box but will also think of sounds to add to 'Walking through the jungle/floating on the ocean/climbing in the mountains/swimming in the river/trekking in the desert/slipping on the iceberg/running home for supper' and ways of playing them. The other children will just speak these words, e.g:



- Walking – tambours played at a medium tempo.
- Floating – slow chime bar/glockenspiel/metallophone sounds.
- Climbing – slow ascending xylophone sounds (C D E G A).
- Swimming – medium triangle sounds.
- Trekking – slow guiro sounds.
- Slipping – fast jingle sounds.
- Running – fast clave sounds.

One or two children will play each of these sounds whilst the others sing.

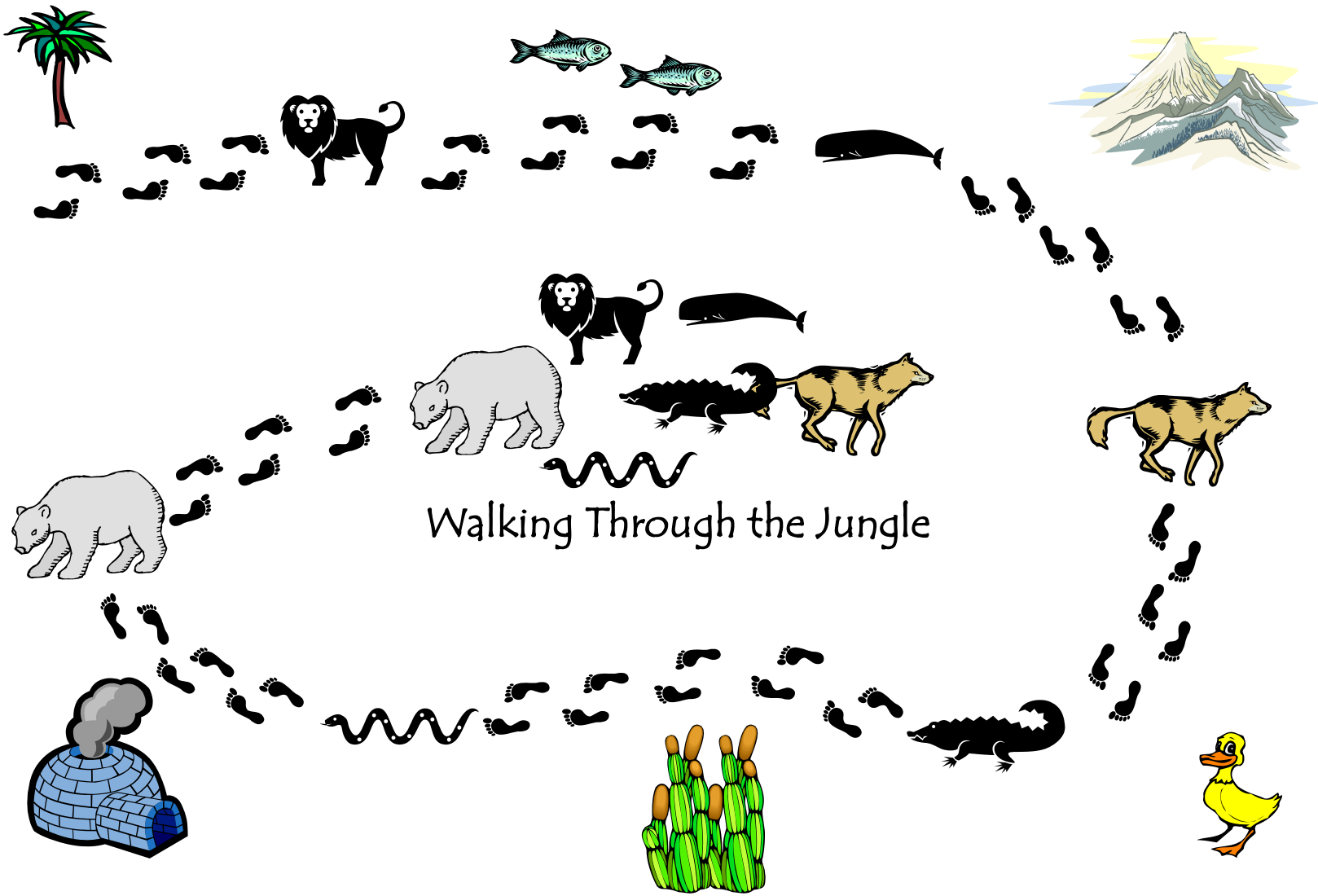
The organisation of the children will therefore be as follows:

Six groups each playing one of the animal sounds (roar, whoosh, howl, snap, hiss, growl).

Seven children each playing one of the action sounds (walking, floating, climbing, swimming, trekking, slipping, running).



Listen to 'Kangaroos like to hop' and 'Little Peter Rabbit' (p38 and 10 Playsongs). Remember the actions to both and sing along to the latter. (If you want to sing it without the CD, use a D to start).



Walking Through the Jungle

SHORT ACTIVITY 6:

4 mins

Listen to 'Kangaroos' and ask the children to join in with the actions when you play the song again. Ask the children which actions were short (hop, clip clap and bonk) and which were long (wee).

10 mins



Tell the children that as they sing 'The Animal Boogie' today you want them to think which actions animals make are short and which are long. This will help them to choose sounds to add to the song. Sing through the song, remembering to tap their knees on the action words.



Take each action in turn and decide whether the instrumental sound should be long or short to illustrate it.

Hand out instruments around the circle, practising each verse and chorus as you go by speaking or singing slowly through them and showing the children where to play their instruments.



Ask the children which were short sounds (stamp and flap) and which were long (shake, swing, leap, slither and sway). Ask individuals to choose an instrument to make each sound and then give them out around the circle in order. Show the children where they should play their instruments by speaking or singing slowly through each verse and chorus.

Now perform 'The Animal Boogie' with the CD backing or, if you wish without, using a D to start. (See 'Long Activity 5' for arrangement of the children in the circle).



Talk to the children about the animal sounds in 'Walking through the Jungle'. Which are long (roar/whoosh/howl/hiss/growl) and which are short (snap)?

Ask the children to select sounds from the carpet or trolley for each and ask particularly for suggestions as to how a howl might be represented) the pitch rises quite quickly). Ask the four children who played the chime bars to remind the others how they sing the song. (Alternatively, just play the tune yourself).

If you do not have enough instruments for every child, then sing and perform the song twice. The children without instruments can add the actions. (See 'Long Activity 5' for the arrangement of the children).

1 min

Put the instruments away, animal by animal.

LONG ACTIVITY 6:

5 mins

Listen to 'Little Peter Rabbit' and remind the children of the actions. Sing the action song again.



Extension: Try missing out some of the words, e.g. '___ ___ ___', got a fly upon his nose'. Then miss out 'nose', then 'swished' and 'swashed', 'fly flew away' and finally 'powder puff and curly whiskers'.



12 mins



10 mins

Revise the 'Animal Boogie' activities from 'Long Activity 5' i.e sing the song, add the actions and the taps and then add the instruments. Perform the song and tape it.



10 mins

Revise the 'Walking through the Jungle' activities from 'Long Activity 5', i.e remember the chime bar setting of the words and who played them, then add the actions and the instruments.

Perform the song and tape it.



8 mins

Remind the children of how they played 'Noah Snap'. Show them the 'Jungle Snap' cards and ask individuals to remind everyone what sounds were chosen to represent each animal in 'Animal Boogie'. Pick out two examples of the same sound for each animal and divide the children into two groups. Each group will sit in a circle with the instruments in the middle. Elect one child to turn the cards over and another to play the sounds. The first group to shout snap when they hear the same sound will win a pair of animal cards. The group with the most pairs wins.



10 mins

Show the children your animal picture cards and ask them to choose four pictures. Ask the other two groups to pack their instruments away. You will re-distribute the other instruments later.

Show the children the empty grid and the four squares on the first line. Ask them to tell you where to stick the first animal card.

Then explain that the group playing that animal's sound will only play when you point to the square with the animal's picture in. Try this with the first group, making sure they keep the instruments still when you point to the blank squares. Now do the same with the second, third and fourth animals until all the groups have practised their line.

Ask the children to look down the columns in turn and to tell you which animal sound plays and which is silent. Practise each column in turn and then try performing the entire grid.



10 mins

Show the children your 'Walking through the Jungle' score. Point to each picture of an animal and ask the appropriate group to play. Now look at the footsteps which lead up to each picture. Can the children remember the words which precede each picture?

(Walking through the jungle, floating on the ocean, climbing in the mountains, swimming in the river, trekking in the desert, slipping on the iceberg, running home for supper). Say the first four lines, changing the words each time e.g. 'Walking through the jungle, walking through the jungle, what do you see, what do you see?'



Now ask a volunteer from each to choose a sound to play as everyone says walking, floating, climbing, swimming, trekking, slipping and running. Ask the other children to help the volunteer to decide how fast he or she might play.

Perform the score. When you point to the footsteps everyone says the appropriate four lines and the instrumentalist for that verse plays.

When you point to each picture the appropriate group of instrumentalists play and the other children add vocal sounds.

When you point to the final picture, everyone plays.

Now perform the entire score.



2 mins

Ask each 'creature' to pack away and then listen to 'Kangaroos like to hop'. Ask the children to join in with the actions as you play it again.

3 mins

Reflection:

Listen to the recording that you made of the musical story and ask the children how they decided which instrument to use for each sound (by the length of each sound).

Have they got a favourite instrumental sound?



Can they say why the sound was their favourite? (Because it sounded like the ...).

Assessment:

Can the children play with control in small groups?

Can they identify vocal sounds as long or short?

Can they identify instrumental sounds as long or short?



Can they follow graphic symbols?

Can they listen attentively?

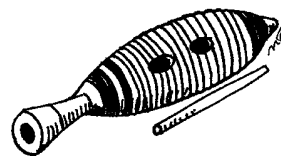
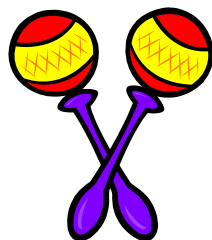
Music corner/table activity:



Leave out four sets of Jungle snap cards and two sets of instruments. Ask pairs of children to play.



Leave out the C D E G and A chime bars and give more pairs of children the opportunity to set the first four phrases of 'Walking through the Jungle' to music.



Additional Activities

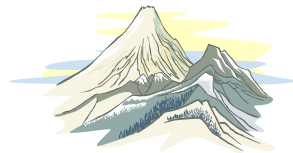
You might like to try the following musical activities.

1. Songs from 'An Early Start' by Eileen Diamond

- p.22 That is how he goes
- p.32 Goodness Me
- p.36 What would you find?
- p.40 Listen to the music play.



2. Songs from 'Kids Make Music: Two and Threes' by Lynne Kleiner.

- p.6 Bell Horses
- p.8 Big Bear
- p.9 Cock-a-doodle-doo
- p.14 Come to the Farm
- p.20 Jig Jog
- p.22 Little Horses
- p.26 The Old Grey Cat
- p.27 On my trip to the Mountains
- p.28 Owl Song
- p.38 When sheep get up in the Morning



3. 'Here comes the Elephant' (p.21 'What's the Difference?' by Nikki Davies).



4. Musical games, stories and activities from 'High, Low, Dolly Pepper' (A&C Black)

- p.37 The two birds and the Raja (dynamics) 
- p.41 Sloths and Squirrels (tempo) 
- p.43 The Hare and the Tortoise (tempo)
- p.86 The Terrible Boggart (duration/timbre)




5. Follow the musical activities suggested in 'Three Tapping Teddies' (A&C Black) for the following stories:

- p.40 Chicken Licken 
- p.44 The Green Wide-Mouthed Tree Frog 
- p.48 Please, Mr Noah 

6. Follow the instructions in the picture book percussion story 'The Three Billy Goats Gruff about Town' by Ann Bryant.  

7. Add sounds to the 'Noisy Farm' by Rod Campbell.

-  Compare the animal sounds that might be made by sheep and lambs, horses and foals etc (pitch). 'The Country Farm' from 'Seasons: Songs for 4 – 7 year olds' (A&C Black) also examines these vocal sounds. 