**Growing and Changing**

**Overview of Project**

**During this project the children will**

* Explore loud and quiet sounds
* Create loud and quiet sounds
* Learn how to change sounds
* Follow hand signals
* Explore long and short sounds
* Identify long and short sounds
* Learn how to change L/S sounds
* Follow graphic symbols
* Explore high and low sounds
* Identify H/L sounds
* Explore sounds that ascend and descend
* Add sounds to a story
* Explore fast and slow sounds
* Follow aural signals
* Copy rhythmic patterns
* Copy changes in pace/pulse
* Explore timbre and texture
* Talk about sounds that they hear
* Identify instrumental sounds
* Play in groups
* Listen, comment upon and respond to recorded music

**Some children will (Achieving)**

* Play with control
* Follow signs, symbols and aural cues
* Recognise how to change sounds
* Discriminate between sounds
* Respond to changes in sounds through movement/sound
* Play rhythmic patterns
* Play within a small group

**Some children will (Exceeding)**

Do the above plus

* Create their own examples of sounds
* Talk about changes of sound
* Respond to changes immediately
* Change sounds in a number of different ways

**Some children will (Emerging)**

* Play in time with some modelling
* Follow signs and symbols with individual help
* Recognise that sounds are different
* Copy the changes that other children make in response to sounds
* Play patterns when given individual attention

**Growing and Changing Assessment**

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| --- | --- | --- | --- | --- |
| **Name of child** | **Can play with control** | **Can follow signs, symbols and aural cues** | **Can respond to changes in sounds through movement/sound** | **Play rhythmic patterns** |
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**3 = emerging 2 = achieving 1 = exceeding**

**Growing and Changing**

**Year R Planning**

**Loud and quiet**

* Bang, bang the sticks go bang (BS)
* Loud soft band
* Mr. Croc Stop
* Make you sound as quiet/loud as mine
* Three tapping teddies
* We’re going on a Bear hunt

**Long and short**

* Charlie and Sidney
* Make your sound as short/long as mine
* Some sounds are short
* Changing sounds (melting/freezing)

**One sound/lots of sounds**

* One sound can be heard
* I have sounds, one and two
* Musical clock
* Chicken Licken

**High and Low**

* Heidi and Lola
* Jack and the Beanstalk (TSP)
* The Country Farm
* Three Tapping Teddies

**Fast and slow**

* Get on Board
* Copying tapping/shaking/scraping
* Coffee, coffee
* Click clack train track
* Train of Caipira

**The Very Hungry Caterpillar**

* There’s a tiny caterpillar
* Food rhythms
* Symbols and scores

**Session 1: Focus- Loud/quiet**

**Learning intentions:** Children learn to

Identify quiet and loud sounds

Copy and create loud and quiet sounds

Follow signals

Play sounds with control

**Introductory activity (10mins)**

Song, ‘Hello children’ and look at what Barnaby has in his backpack (Some of his animals make loud sounds and some make quiet sounds)

Play, ‘Have you brought your…voice?’ And include whispering/playground voice.

Ask the children to copy me when I play, ‘Make your sound as quiet/loud as mine’ and then ask volunteers to create loud/quiet sounds.

**Main activity (15mins)**

Play, ‘Mr. Croc stop’ with body and vocal sounds and then repeat with instruments.

Introduce the three teddies and play, ‘Three Tapping Teddies’ with hands on knees and then with the instruments

Listen to the ‘Loud/soft band’ and try to add a steady beat to the song; listening to hear whether the beat should be played loudly or quietly.

**Plenary (5mins)**

*How did we change our sounds today?*

*Show me with your thumbs if you think you can play your instrument quietly and loudly?*

*Who thinks they can follow Mr. Croc?*

**Learning Outcomes:** Children can

Explore quiet and loud vocal, body and instrumental sounds

Change their sounds according to signals, words and cues

Play with awareness of volume

Play with a steady beat

Talk about their work

**Session 2: Focus- Changing Dynamics**

**Learning Intentions:** Children learn

About loud, medium and quiet sounds

How to follow visual cues

To play in groups

**Introductory activity (15mins)**

Sing, ‘Hello children’ and look in Barnaby’s backpack. In it are the Three bears and the Three Billy Goats Gruff. Ask the children to remember how the three bears tapped and use the paw print cards to help them. Ask the children how each of the Billy Goats might have crossed the bridge.

*What happened to the sound? It got louder.*

Teach the children how to sing, ‘Bang, bang, the sticks go bang’ (Bobby Shaftoe, clap your hands) and use the instruments that they will need in the next activity

* Shakers
* Bells
* Scrapers
* Drums
* Tambourines
* Claves and castanets

Find words to describe each sound e.g. shake, ching, scrape, bang, rattle and tap.

**Main activity (10mins)**

Ask the children to follow Charlie Crocodile as he pokes out a little, half way and then all the way out.

Now show them the enlarged cards that go with the story, ‘We’re going on a bear Hunt and ask the children to choose sounds to go with each. Practise playing each sound quietly, a little louder and very loudly, before singing and playing the entire story.

**Plenary (5mins)**

Pack away the instruments and ask the children how they knew when to play loudly, a little quieter and very quietly today.

**Learning Outcomes:** Children can

Explore difference sin volume using their voices and the instruments

Follow sung cues, puppets and symbols

Play with control

Add sounds to a story

**Session 3: Focus- Changing tempo**

**Learning Intentions:** Children learn

Abut pulse

About fast, medium and slow sounds

How to follow a steady beat

How to follow a changing beat

To copy the pitch of sung phrases

A new action game

**Introductory activity (10mins)**

Sing, ‘Hello children’ and give them the opportunity to sing their names with Hickety Tickety Bumble Bee.

Look in Barnaby’s backpack and look at the things he has brought with him- a watch, a stethoscope and a train.

Ask the children to say tick tock to a steady pulse and then to be trains.

Teach them the song, ‘Engine, Engine Number 9’ and ask them to move their hands in time to the beat.

**Main activity (15mins)**

Ask the children to copy my tapping fingers, my shaking hands and my rubbing hands as I keep a steady beat and then get faster or slower.

Give out scraper and shaker sounds and ask half the class to keep a steady beat whilst the other half sing ‘Engine, Engine’ and move their arms. Swap.

Now give out some tappers as well and ask the children to listen to my steady beat as I play, ‘Get on Board’. I will ask each group to ‘Get on Board’ my pulse train by copying my beat.

When the children are confident and listening well, try catching them out by changing the tempo of the beat.

**Plenary (5mins)**

Pack away the instruments and teach the children, ‘Sally go round the Sun’.

Go round the sun in a steady tempo and then travel round as elephants (slowly), horses (fast), tigers (slowly) and mice (quickly)

*How did each of the creatures move?*

*What sounds have we been exploring today?*

*How did my beat change?*

**Learning Outcomes:** Children can

Play and move to a steady beat

Play with control in small and large groups

Sing confidently and tunefully as a class and individually

Listen attentively to a changing pulse

**Session 4: Focus- Changing Texture**

**Learning Intentions:** Children learn

About sound colour (timbre)

About layering sound to create texture

To play in groups

A new listening game

To add sounds to a story

To talk about the sounds

**Introductory activity (15mins)**

Sing ‘Hello Barnnaby’ and look in his backpack. He has four different animals. Ask the children to make their noises and then divide them into four groups. Ask each group to make the noise of one of the animals and then put them together in layers. Ask the whether they preferred the sounds one by one or together?

Now play, ‘One sound can be heard’ (Bobby Shaftoe, clap your hands)

Hide away 6 sounds (e.g. a pair of castanets, a triangle, some jingles, a drum, a shaker and a scraper)

Ask the children to identify the sounds as they are played singularly and then layered up as two, three, four, five and six sounds.

**Main activity (10mins)**

Read the story of Chicken Licken (Three Tapping Teddies) and ask the children to play the rhythm, ‘Gotta be quick, gotta be quick I got to tell the King!’ on body percussion (e.g. clapping, tapping knees, tapping floor, stamping feet, clicking shoes together and tapping arms).

The children will be divided into six groups and each given a toy duck/chicken to remind them when to play.

The sounds gradually accumulate as the story progresses.

Now repeat the story with each group having one of the instruments for the first game.

**Plenary (5mins)**

Pack away the instruments and ask the children who liked the instruments when they played alone and who liked it when they all played together.

**Learning outcomes:** Children can

Make different sounds in groups

Play different sounds in groups

Identify sounds when they are played singularly and in layers

Express their likes and dislikes (preferences)

**Session 5: Focus- Changing Pitch**

**Learning Intentions:** Children learn

About high and low sounds

To copy, sing and respond to high and low sounds vocally (soh and mi)

**Assess: can sing soh and mi accurately**

**Introductory activity (15mins)**

Sing, ‘Hello Barnaby’ (GEggE) and show the hand signs that go with the movement of pitch

*What do they think the hand signs mean? (Higher and lower sounds)*

Look at two of the three bears- Daddy and baby

*Which one would have the lower/higher voice?*

Explore these voices and make some other sliding sounds e.g. roller coaster, buzzy bees, sirens

Give the children the opportunity to sing their names using soh and mi when playing ‘Hickety Tickety Bumble Bee’.

**Main activity (10mins)**

Introduce Heidi the giraffe and Lola the lion.

Heidi likes everything that is high and Lola, everything that is low. Their favourite piece of playground equipment is the see-saw.

Teach the children the song, ‘See-saw up and down’ (Singing games and Rhymes) and show the pitches ‘soh’ and mi’ with hand signs.

Ask the children to copy. Repeat the song by asking the children to raise their hands up in the air on ‘soh’ and down to their tummies on ‘mi’.

Repeat it again standing sideways with arms out straight like a seesaw.

Play the children the chime bars G and E and ask them which sound Heidi might prefer (G) and Lola prefer (E).

Give the children either a G or an E and ask them to play when their puppet is held up.

Using the puppets, play the song, ‘See saw’.

**Assess: Can follow puppets when playing**

**Plenary (5mins)**

Pack away the chime bars and ask the children to stand up.

*Can they put their hands high in the air when they hear Heidi’s note (G) and on their tummies when they hear Lola’s note (E)?*

**Assess: Can respond to H/L sounds using movement**

**Learning Outcomes:** Children can

Sing H/L sounds accurately and tunefully

Respond to H/L sounds with movement

Can play in response to visual signals

**Session 6: Focus- Changing Pitch**

**Learning Intentions:** Children learn about

High and low sounds

How to sing individually, as part of a group and as part of a class

To use the parachute to illustrate changing pitch

**Introductory activity (7mins)**

Sing, ‘Hello children’ using soh and mi and the corresponding hand signs

Look in Barnaby’s backpack at all the animals he has. Some fly in the sky and some live beneath the earth.

Ask the children if they remember what sort of sounds they were exploring last week?

Show the children Heidi the giraffe and Lola the lion and ask them to sing and move to ‘See saw’.

**Main activity (15mins)**

Today they are going to use high and low sounds in a game called pass the puppet.

Show them five puppets e.g. a snake, a zebra, a tiger, a monkey and a parrot.

Divide the children into six groups and place one of the animals in front of five. The sixth group will help me listen.

Sing, ‘Who has the snake?”, using the chime bars G and E and ask the group with the snake in front of them to reply, ‘I have the snake-‘.

The children in the sixth group should keep their eyes closed and point to each singing group at a time.

*What skills are they using? (Listening)*

Repeat this with all the groups and then take in all the puppets and hand them out to different groups so another group is the listening group.

Repeat this until all the children have had the opportunity to listen.

*Who found it easy to identify the singing group? (Thumbs up, middle, down)*

**Plenary (8mins)**

Ask the children to move to and sing the song, ‘See saw’ once more and then try using the parachute to show the changing pitch.

Extension: Cuckoo cherry tree (Singing Games and Rhymes)

All sing the song and show the pitch with the parachute.

Each child takes it in turn to sing ‘… change place with me’ and then moves under the parachute in order to change place.

**Assess: Can sing soh and mi accurately**

**Learning Outcomes:** Children can

Sing soh and mi accurately

Listen attentively

**Session 7: Focus- The Very Hungry Caterpillar**

**Learning Intentions:** Children learn

About rhythm

About selecting sounds (timbre)

How to add sounds to a story

A new song

About combining sounds (texture)

About changing sounds

**Introductory activity (10mins)**

Sing ‘Hello Barnaby’ and look at the things he has in his backpack- a pear, a strawberry, an orange, a butterfly and a caterpillar.

*Which story do they think Barnaby wants to explore today?*

In the story of the Very Hungry Caterpillar, the caterpillar grows and changes into a butterfly.

Ask the children to clap the rhythm of the items in Barnaby’s backpack.

**Main activity (15mins)**

Introduce the children to the song, ‘Tiny Caterpillar’ (Bobby Shaftoe, clap your hands) and add the actions.

Ask the children for suggestions as to which instruments could be used to illustrate the words, ‘wiggle’, ‘munch’, ‘spinning’ and ‘flap’.

Divide the children into four groups and give out the instruments, group by group. Encourage them to play only on those words.

At the end the sounds are heard in sequence

Try this and then try them in layers.

*Which do they like best and why?*

Now read the story and ask the ‘wigglers’ to play when they see the caterpillar on the move in the story, the munch to eat all the fruit in turn, all the instruments to play when he eats the other food, the ‘spinners’ to spin a cocoon and the ‘flappers’ to play when he becomes a butterfly.

*Can the children play the rhythm of each piece of food accurately?*

**Assess: Can play rhythmic patterns**

**Plenary (5mins)**

Show the children the picture of the caterpillar on the second page of the book and then on the third page from the end of the book.

*How has he changed?*

*How should the ‘wiggler’s’ music change?*

**Learning Outcomes:** Children can

Clap and play the rhythm of words

Sing and play with accuracy and control

Respond to visual and aural cues

Select percussive sounds according to their timbre

Respond to different textures of sounds

Understand how sounds can change to achieve an effect/intention

**Session 8: Focus- Jack and the Beanstalk**

**Learning Intentions:** Children learn

About high, middle and low vocal sounds

About ascending and descending sounds

To add sounds to a story

A new song

**Introductory activity (7mins)**

Sing, ‘Hello children’ and play, ‘Have you brought your…voice?’ Include giant/mouse, Daddy bear/Baby bear, dinosaur/chick.

Look in Barnaby’s backpack. He has examples of big and small animals and objects.

*Can they say hello to each with the appropriate voice?*

As we grow our voices get deeper.

The bigger an instrument is the deeper the sound.

Today we are going to explore a plant that grew in a story.

**Main activity (15mins)**

Read the children ‘Jasper’s Beanstalk’ by Nick Butterworth and Mick Inkpen

On each page they will add a sound and everyone will play the rhythm of the days of the week.

Start by clapping these days together.

Then add the following sounds

Bean- Single ting on a triangle (1)

Planting- cabasas (2)

Watering- jingles (2)

Raking and spraying- guiros and maracas (4)

Moonlight and snails- bells (2)

Mowing- stirring drums (2)

Digging- tambourines (2)

Beanstalk- CDE/CDEF/CDEFG/CDEFGA/CDEFGAB/CDEFGABC (6)

Giants- drums (2)

Ask the children what happened to the chime bar sounds each time.

Perform the whole story

**Plenary (8mins)**

Pack away the instruments and ask the children to listen to the ‘Jack and the Beanstalk’ song from Singing Sherlock Book 1.

*Can they follow jack up the beanstalk with their hands as I sing the first tune and then back down again as he escapes from the giant?*

Ask the children to stamp their feet in time to the Fee Fi Fo Fum section.

**Learning Outcomes:** Children can

Explore H/M/L vocal sounds

Play and move ot ascending and descending sounds at the appropriate places in a story

Play with control

Follow visual cues

**Growing and Changing Assessment**

**Sessions 5-8**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of child | Can sing soh and mi accurately  (Hello/See-saw/pass the puppet/Cuckoo cherry tree) | Can follow visual signals  (Heidi and Lola)/The Very Hungry Caterpillar/Billy’s Beanstalk) | Can respond to H/L sounds using movement  (See saw/cuckoo cherry tree/parachute) | Can clap and play rhythmic patterns (The very hungry caterpillar) |
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