**Dinosaur Rumpus!**



A project for the Foundation children at Heronshaw School

By Kate Knight

**Infant Dinosaur Project**

During this 6- week project children will learn to

* Explore their voices
* Move to a steady beat
* Play instruments with control
* Identify instrumental sounds
* Move in response to spoken word (changing volume)
* Respond to visual images with sound
* Explore dynamics
* Clap, say and play rhythmic patterns
* Sing in small groups and alone
* Listen to recorded music
* Play instruments in small and large groups

You will need

* A selection of un-tuned percussion instruments
* Stomp, Chomp, Big Roars! Here come the dinosaurs! By Kaye Umansky
* Say hello to the Dinosaurs! By Ian Whybrow
* Bumpus Jumpus Dinosaurumpus by Tony Mitton
* ‘Bydlo’ from ‘Pictures at an Exhibition’ by Mussorgsky
* Some dinosaurs (one large, one-medium-sized and one small)
* A bone!

Links to the EYFS

Children sing songs, make music and dance and experiment with ways of changing them

**Week 1 (30mins)**

**Focus: Timbre**

**Learning Intentions:** Children learn

To explore vocal qualities

To move like dinosaurs

To sing a new song

To play un-tuned percussion in groups

To identify sounds

**Introductory activity (10mins)**

Sig, ‘Hello Children’ (GEGE) and look at the objects in Barnaby’s backpack

He has lots of different dinosaurs.

Explain to the children that today we are going to be exploring the different sounds that dinosaurs may have made

Play, ‘Have you brought your.... voice?’ (The children reply, ‘Yes I have’ in an appropriate voice)

Use voices such as sad, happy, sleepy, cross, robot and dinosaur

**Main activity (17mins)**

Tell the children that when we see pictures of dinosaurs in books we often see them wading through water or mist in a swamp.

This next song is called, ‘Here we go round the dinosaur swamp’. (Tune: Here we go round the Mulberry Bush)

Here we go round the dinosaur swamp.... on a murky lurky morning’

This is the way....

* We stamp our feet (tambour)
* We like to eat (guiro)
* We gnash our teeth (woodblocks)
* We sharpen our teeth (triangles held)
* We swing our tails (tambourine)
* We run away (maracas)

On a murky, lurky morning

Sing the song and add actions

Give out the instruments to groups of 5 children and add a steady beat to each verse

I chose those instruments to be played on each verse because I liked their sound. They are now going to play a game during which they will need to recognise the sounds when they are hidden.

Hide one of each of the instruments and ask volunteers to play the game,

‘I have sounds, one and two. Hide away’. (Tune: Tommy Thumb)

The children seated on the carpet will need to recognise sequences of two and three sounds played to them from behind a screen.

**Plenary (3mins)**

As the children are asked to return the instruments to the trolley, ask the class which sounds were their favourite and if they can think of a word to describe the sound.

**Learning Outcomes:** Children can

Use their voices to express different character or emotions

Move and play to a steady beat

Recognise the timbre of different instrumental sounds

Describe and select their favourite sounds

**Week 2 (30mins)**

**Focus: Dynamics**

**Learning Intentions:** Children learn

To explore the dynamic range of their voices

To move in different ways

To follow a changing beat

To speak and play with dynamic control

To follow simple symbols

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and look in Barnaby’s backpack.

He has a variety of animals and birds e.g. a giraffe and a lion, a butterfly and a cockerel, a fish and a monkey. Ask the children to make the sounds of each.

*Which creatures make little or no sound?*

Revise the game, ‘Have you brought your.... voice?’ This time add giant and mouse/whisper and playground.

**Main activity (15mins)**

Ask the children to move in their fingers in response to the following poem:

Be a mouse and walk on tiptoe

Ever so quiet with not one sound.

Shh sh creep around

Evers so quiet with not one sound

Now ask them to move their hands in response to the following poem:

Be a dinosaur, big and noisy!

Stamp your feet and stomp around.

Stomp, stomp, stomp around!

Stamp your feet and stomp around!

Ask the children to move around the room like the two creatures

*Can they describe the difference between the two movements?*

Ask half of the class to play tambours whilst the others respond to sounds that make them walk on tiptoe or stomp.

Swap activities

Look at three dinosaurs that Barnaby has with him.

One is big, one is middle-sized and one is small.

*How would this affect the sound that they might make?*

Ask the children to tap their knees in response to the following poem:

Are you ready with your paws?

Here’s a diddy dinosaur

Did, did, did, did, diddy dinosaur

Are you ready with your paws?

Here’s a dancing dinosaur

Dance x 4

Dancing dinosaur

Are you ready with your paws?

Here’s a deadly dinosaur

Dead x 4 deadly dinosaur

**Plenary (5mins)**

Ask the children to identify which dinosaur might make which of the following paw prints

Ask them to alter their tapping sounds accordingly

**Learning Outcomes:** Children can

Make and identify loud, medium and quiet sounds

Play with control

Move with control

Understand that symbols can relate to sound







**Week 3 (30mins)**

**Focus: Rhythm/Structure**

**Learning Intentions:** Children learn

To copy rhythmic patterns

To move to a poem

To explore body sounds

About repetition and structure

**Introductory activity (15mins)**

Sing ‘Hello Barnaby’ and clap the names of some of the dinosaurs in his backpack.

Pass some names around the circle

E.g. T- Rex, Pterodactyl and Ichthyosaur

Introduce the poem, ‘Three Little Eggs’ by Kaye Umansky

Three Little Eggs

Tap, tap, tap

Out come the babies

Clap, clap, clap

Try their tails out

Flap, flap, flap

Then settle down for a nap

Zzzzzzz

Ask the children to stand up and make the noises/actions suggested on lines 2,4, 6 and 8.

**Main activity (10mins)**

Introduce the children to the *Roarin’ Rondo!*

During the Rondo they will be a variety of dinosaurs and will play the rhythm of their names on different instruments. Each time they will return to the phrase

*Stomp, chomp, big roars*

*Here come the dinosaurs!*

Ask the children to all and say and clap the rhythm of those words.

Now introduce a dinosaur at a time. Each name will be spoken/played four times before everyone speaks and plays the rhythm of the rondo theme; ‘*Stomp, chomp, big roars. Here come the dinosaurs!’*

Stegosaurus (Maracas)

Spinosaurus (Claves)

Diplodocus (Guiro)

Pterodactyl (castanets)

Anklosaurus (Woodblocks)

T-Rex (Tambours)

There are six dinosaurs so there should be six groups.

Practise playing each rhythm and then returning to the Rondo theme

**Plenary (5mins)**

Pack away the instruments and ask the children which their favourite sound was?

*What was their favourite dinosaur name today?*

*Which one was the odd one out? (All the dinosaur names contained four syllables/claps except T-Rex)*

**Learning Outcomes:** Children can

Identify rhythmic patterns

Clap the syllables of words

Play with control within a group

Play at different times

Distinguish between playing in small and large groups

**Week 4 (30mins)**

**Focus: Pulse (Call and response)**

**Learning Intentions:** Children learn

A new singing game

To keep a steady beat

To play a steady pulse on un-tuned percussion

**Introductory activity (15mins)**

Sing, ‘Hello Barnaby’ and look in his backpack. He has three dinosaurs: a tiny one, a bigger one and a huge one. He also has a bone.

Teach the children the game, ‘Dino, dino, where’s your bone?’

All the children sing this to one or more ‘dinosaurs’ in the centre of the circle.

They sing, ‘Someone stole it from my home’.

All sing, ‘Who stole the bone?’

Thief sings, ‘I stole the bone’.

The dinosaurs in the middle have to guess whom the thief is.

**Main activity (12mins)**

Revise the chant, ‘Are you ready with your paws? Here’s a diddy/daft/deadly dinosaur’

Play ‘Paws’ with the cards and body percussion.

Introduce a new game called, ‘Say hello to the Dinosaurs’.

Read out pages from the book by Ian Whybrow about the stegosaurus, Diplodocus, Pterodactyl, Ichthyosaur, Triceratops and T-Rex

Play the action words

* Swish swash (Maracas)
* Chomp, chomp (guiro)
* Whoosh, whoosh (tambourine)
* Bubble, bubble (jingles)
* Kaark, kaark (castanets)
* Stomp, stomp (drums)
* Rooaar (vocal)

Divide the children into six groups and divide the instruments between them. They should all roar at the end.

**Plenary (3mins)**

Pack away the sounds and ask the children which their favourite was

*Today they were playing a steady pulse or beat*

*When we say goodbye I will keep a steady beat with my hands on my knees.*

**Learning Outcomes:** Children can

Copy sung phrases

Sing alone or in small groups

Vary the level of volume with which they tap and speak

Play in turn and with awareness of a steady pulse

**Week 5 (30mins)**

**Focus: Dynamics/Listening skills**

**Learning Intentions:** Children learn

To listen attentively to recorded music

A new listening game

To move to a steady beat

To add a pulse to a chant using body percussion

To add body percussion to a story

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ and look in his backpack at animals he has inside. All make noise. Try saying and clapping the rhythm of the sounds e.g. Moo, baa, snap, twit-twoo and cockadoodle doo.

Tell the children that they are going to listen to a short piece of music and then tell me what happens to the sound

*Does it get faster or slower?*

*Does it get louder or quieter?*

*What size of animal might be moving to it?*

We will keep a steady pulse with our hands on our knees as we listen to ‘Bydlo’ from Mussorgsky’s ‘Pictures at an Exhibition’

(This actually depicts an ox pulling a cart and getting further away)

**Main activity (17mins)**

The music got quieter as the animal moved away. We had to listen very carefully to hear it at the end of the piece.

Play, ‘Gobble, gobble, nibble, munch, munch, scrunch! I’m a dinosaur so where’s my lunch?’

One ‘dinosaur’ sits in the centre of the circle with eyes closed whilst some castanets are passed around the circle. Each child clicks them in turn until one is told to put them behind his or her back. The ‘dinosaur’ has to say where his lunch is.

Introduce the book ‘Bumpus Jumpus Dinosaurumpus’ by Tony Mitton

Ask the children to tap their knees to the beat under

‘Shake, shake shudder near the sludgy old swamp.

The dinosaurs are coming. Get ready to romp.’

Now ask them to stand up and to shake/jive to the beat of the first line and stomp to the beat of the second.

Ask the children to add body percussion to the following

Donk x 3 (Triceratops)

Snip snap grin (Deinosuchus)

Thwack x3 Brontosaurus

Eeeeek (Pteranodon)

Clatter x 3 (Stegosaurus)

Rattle (Styracosaurus)

Zoom x 3 (Deinonychuses)

All move to the first chant again (Shake, shake, shudder...)

Then Roar! Wallop! Stomp x 3 (T-Rex)

DINOSAUR RUMPUS!

**Plenary (2mins)**

Today they have made many sounds using their voices and their bodies. They have listened to sounds getting louder and quieter and found hidden sounds. Next time they will be using the musical instruments to add sounds to our story, ‘Bumpus Jumpus Dinosaur Rumpus’.

**Learning Outcomes:** Children can

Recognise changes in levels of dynamics

Use their imagination to describe the sound

Identify the position of hidden sounds

Move to a steady pulse

Play the rhythm of words using their hands, feet or bodies

**Week 6 (30mins)**

**Focus: Rhythm and timbre**

**Learning Intentions:** Children learn

To explore different vocal qualities

To move to a steady beat

To add instrumental sounds to a poem

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ and look at the animals he has in his backpack

Some of them make long sounds and some of them make short sounds (e.g. monkey, crocodile, snake, lion). Each has their very own sound, which helps us to recognise them.

Revise the game, ‘Have you brought your... voice?’ and finish with ‘Dinosaur voice’.

Revise the chant, ‘Three Little Eggs’

Move to the words and find ways of making the sounds, ‘tap’, ‘clap’, ‘flap’ and ‘Zzz’

**Main activity (15mins)**

Remind the children of the story, ‘Bumpus Jumpus Dinosaur Rumpus!’. They should say and move to the chorus,

‘Shake, shake shudder

 Near the sludgy old swamp

The dinosaurs are coming

Get ready to romp!’

Then give four or five children tambours/drums to play when everyone says the words

They should play the *beat*

Add instrumental sounds to illustrate the sounds of each dinosaur

They will play the *rhythm* of the words

E.g.

Donk x3 (Triceratops) Woodblocks

Snip snap grin (Deinosuchus) Castanets/claves

Thwack x 3 (Diplodocus) Tambourine

Eeek x 3 (Pterodactyl) Vocal

Clatter x 3 (Stegosaurus) Guiros

Rattle x 3 (Styracosaurus) Clatterpillars/cabasa

Zoom x 3 (Deinonychuses) Maracas

After these dinosaurs, all say,

‘Shake, shake shudder

Near the sludgy old swamp

Everybody’s doing

The dinosaur romp!’

All: ROAR! WALLOP!

All: Stomp x 3 (Play and say)

All: DONOSAUR RUMPUS! (Say and play)

**Plenary (5mins)**

As the children pack away, ask them to comment on their favourite sounds today

*Can they describe why they liked a particular sound so much?*

*Which was the quietest sound?*

*Which was the loudest sound?*

*Were any of the sounds long? (No)*

**Learning Outcomes:** Children can

Play the rhythm of words with control

Can take turns and play in small groups

Can talk about the sounds they make and play

**Assessment sheet: Dinosaurumpus project for Foundation**

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| Name...........................Date  | Can listen attentively | Can move to a steady pulse | Can clap rhythmic patterns  | Can play with control |
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