**Foundation 1: An Introduction to Music**

**Lesson 1: Tapping Sounds (Wooden/Yoghurt Pots)**

**Learning Intentions:** Children learn

Some call and response songs

To sing the ‘cuckoo’ interval

To copy body percussion

To maintain a steady beat

To play with control

To follow a puppet

**Introductory activity (10mins)**

Gathering song (Tune: London Bridge)

‘If you want to clap your hands/tap your knees/rub your tum/beep your nose/sing a song......sit by me’ (**Voice Play)**

Hello Children (GEGE)

Introduce Barnaby Bear and sing hello

Look in his backpack and make the sounds of the farm animals

Introduce Hickety Tickety Bumble Bee and sing her song

All: ‘Hickety Tickety Bumble Bee. Can you sing your name for me?’ (gggeeaGgE)

Child:’ My name is Joseph’ (GEagE) (**Singing Games and Rhymes)**

Ask individual children to sing their names

**Main activity (15mins)**

Introduce the game, ‘Children can you do this?’ and ask the children to copy sounds I make with my hands, fingers, feet, lips, teeth voice and tongue.

*Can anyone think of a new sound?*

Introduce Charlie Crocodile and explain that when he comes out he would like to hear their sounds but when he hides, he has a headache and want s them to stop.

Play, ‘Mr. Croc says Stop’

Now ask the children what noise a horse makes with its hooves.

Give out yoghurt pot cloppers/wooden sounds and ask them to play, ‘Mr. Croc Stop’ again.

Now introduce some songs about horses.

Play the ***pulse*** with ‘Horsey, Horsey’ and ‘This is the way the Ladies Ride’.

Now ask them to play only when Charlie comes out. Sing, ‘Jig Jog’ and make Charlie ‘appear’ on the words, ‘Jig Jog’. (**Kids Make Music: 2’s and 3’s)**

**Plenary (5mins)**

Put away the wooden sounds/yoghurt pots and sing a song from the Singing Sack

**Learning Outcomes:** Children can

Sing a restricted number of notes tunefully and accurately

Keep a steady pulse with body percussion and instrumental sound

Copy and explore body/vocal sounds

Play and stop in response to a visual signal

**Lesson 2: Shaker Sounds**

**Learning Intentions:** Children learn

Some call and response songs

To sing the cuckoo interval accurately

To copy body percussion

To maintain a steady beat

To play with control

To sing new songs

To move to a steady beat

**Introductory activity (10mins)**

Gathering song (Tune: London Bridge)

‘If you want to clap your hands/tap your knees/rub your tum/beep your nose/sing a song......sit by me’ (**Voice Play)**

Hello Children (GEGE)

Introduce Barnaby Bear and sing hello

Look in his backpack and make the sounds of some woodland animals (Owl, hedgehog, squirrel, wolf)

*Do all of them make noises?*

*Which ones make loud noises?*

*Which ones make quiet noises?*

Revise the singing game, ‘Hickety Tickety Bumble Bee’ and give volunteers the chance to sing alone.

**Main activity (15mins)**

Ask the children to stand up in a circle and to play the game, ‘Clap hands, follow me’ (Tune: Skip to my Lou)

Ask volunteers to think of new actions that we can make to the pulse and use their names in the song e.g. Stamp your feet, follow Phoebe

Teach them the song, ‘Shake and stop’ Try this with body percussion first.

Now ask the children to pretend to be squirrels and to swish their bushy tails

They put a nut between their toes and wrinkle up their little nose

Use shakers to make these actions to ‘Grey Squirrel’

Revise the song, ‘Shake and stop’ with the instruments and then try ‘Now my shaker’s up’ and ‘Shakers all, shakers all. Where are you? (Tune: Tommy Thumb)

***(All these songs are in Kids Make Music: 2s and 3s by Lynne Kleiner)***

*When they looked at the animals in Barnaby’s backpack some made loud sounds and some made quiet sounds. Can they follow Charlie Crocodile and make their sounds loud and then quieter as he disappears?*

**Plenary (5mins)**

Put away the shaker sounds and sing a song from the Singing Sack

**Learning Outcomes:** Children can

Sing a restricted number of notes tunefully and accurately

Keep a steady pulse with body percussion and instrumental sound

Copy and explore body/vocal sounds

Alter the volume of their sounds in response to a visual signal

**Lesson 3: Drumming Sounds**

**Learning Intentions:** Children learn

Some call and response songs

To sing the cuckoo interval accurately

To explore loud and quiet sounds

To move to a pulse

To play with control

To sing and play familiar songs

**Introductory activity (10mins)**

If you want....sit by me (Tune: London Bridge)

Hello Children/Hello Barnaby (CECE)

Look at the animals that Barnaby has in his backpack. Some make loud noises (e.g. lion and the monkey). Some make quiet noises (e.g. the fish and the mouse)

Play a game of, ‘Children can you do this’ and explore loud sounds like clapping, stamping and tapping and quiet sounds like rubbing.

*Can the children think of any examples?*

**Main activity (15mins)**

Ask the children to follow me as we play, “March and Stop’.

Now sing, ‘We’re marching all around’.

*What sound should we choose to march to?*

Ask half the children to continue to march whilst the other half sit to one side and play drumming sounds.

Repeat the two songs and then sing and play, ‘The Duke of York’.

Ask the children to play when they see Charlie crocodile, to play quieter when he begins to go inside and to stop when they cannot see him.

Swap over and repeat the three songs.

Use the song, ‘We like to play’ from ‘An Early Start in Music’ by Eileen Diamond as a backing for the words, ‘We like to play our drums’

Then try – ‘We like to play them quietly/loudly/quickly/slowly’

**Plenary (5mins)**

Pack the drums away and ask the children, *How did we play the drums today?*

Give volunteers the opportunity to sing to Hickety Tickety

**Learning Outcomes:** Children can

Feel a steady pulse

Play their instruments with control

Learn to change the volume of their instrument

Sing confidently and tunefully

March and Stop and We’re Marching all around are from Kids Make Music 2s and 3s by Lynne Kleiner

**Lesson 4: Vocal and body sounds (The Happy Hedgehog Band)**

**Learning Intentions:** Children learn

To explore different vocal and body sounds

To copy rhythmic patterns

To add sounds of a story

About texture of sounds

To internalise rhythmic patterns

**Introductory activity (10mins)**

If you want to tap your knees/clap your hands/rub your hands/click your fingers...

Sing,’ Hello children’ and ask them to respond.

Play a game of ‘Children, can you do this’ using sounds from the story, ‘The Happy Hedgehog Band’.

These are

– Humming

* Hooting
* Buzzing
* Whistling/sshing
* Clapping
* Clicking with tongue
* Popping with lips
* Tapping

Ask volunteers to think of some more sounds and to lead the game.

**Main activity (15mins)**

Introduce and read the story, asking four children to hold each of the hedgehogs around the circle.

Encourage the children to tap each of the hedgehog’s rhythms on their knees

Harry- tum tum te tum (sh)

Helen- diddle diddle dum (sh)

Norbert – ratta tat tat (sh)

Billy – boom (sh sh sh)

Encourage the children to make all the sounds of the creatures in the wood.

*Can they choose one and make it when I point to the creatures?*

Ask the children to look at Charlie Crocodile. I f he is just peeking out, can they make their sounds quietly?

As he comes out further, can they make their sounds louder?

**Plenary (5mins)**

Try tapping the rhythms of each drum separately and then putting two of them together in groups

**Learning Outcomes:** Children can

Use different parts of their bodies/vocal sounds to make and copy patterns

Play rhythmic patterns with control

Control the volume of their sounds

**Lesson 5: Shake, rattle and tap**

**Learning Intentions:** Children learn

To find the pulse using body movement

To sing a song

About percussion instruments

**Introductory activity (10mins)**

‘If you want to.. tap your fingers/shake your hands/scrape your arms... sit by me’

Sing, ‘Hello Barnaby’ and look at the items he has in his backpack- a hammer, a saw and a paint brush-all make different sounds.

Sing the action song, ‘Peter taps with one hammer’.

**Main activity (15mins)**

Ask the children to copy me as I shake my hands (slowly at first and then faster), scrape my hand up and down my arm and tap my fingers together.

The instruments that we play today can be tapped, scraped or shaken.

Ask the children to help sort the instruments into piles of scrapers, shakers and tappers and then teach them the song,

“Choose an instrument you can play” (Tune: London Bridge)

Ask them to keep a steady pulse on their knees as they sing.

They will pass Barnaby around the circle and whoever has him after the song has finished will choose an instrument form the tapping, shaking or scraping pile.

Give the children around him or her the other instruments from that pile and then sing, ‘We can play our tapping/shaking/scraping sounds’

Repeat this twice more until all the children have an instrument and then sing,

‘We can play our instruments’.

**Plenary (5mins)**

Pack each group of instruments away separately and then ask children what their favourite sound was today.

If time, play a game of “hey, Hey look at me’ (GEggE)

The children can decide upon an action or activity that they might be doing e.g. I am clapping can’t you see? (ggeaggE)

I am painting can’t you see? (ggeaggE)

**Learning Outcomes:** Children can

Move to a steady beat

Follow changes in tempo

Use different motor skills

Identify the way in which instruments are played

Play with control and awareness of pulse

Use their imaginations to select actions for a song

**Lesson 6: Changing Sounds (Long and short sounds)**

**Learning Intentions: Children learn**

Two new songs

About long and short sounds

To change sounds

To listen carefully

**Introductory activity (10mins)**

If you want to... sit by me’ (Some sounds will be short and some long)

Sing ‘Hello’ and look at some of the animals in Barnaby’s backpack.

Some make short sounds (crocodile, monkey, pig, duck)

Some make long sounds (snake, lion, sheep, cow)

Some make sounds that are long and sounds that are short (horse, cockerel)

*Can the children think of more sounds made by animals and decide whether they are long or short?*

Play, ‘Make your sound as long/short as mine’ and ask for volunteers

**Main activity (15mins)**

Sing, ‘It’s raining, it’s pouring’ and discuss the sound of the old man’s snoring

*Is it long or short?*

Sing, ‘Rain is falling down’

Rain is falling down (shh)

Rain is falling down (shh)

Pitter patter, pitter patter

Rain is falling down (shh)

Ask the children to keep a steady ***pulse*** and to hold their hands, palm upwards on the ‘shh’.

Repeat this with shakers, Indian bells and jingles

Now try playing the ***rhythm*** of the words.

Talk to the children about some of the words we use to describe the rain

Drip drop (short)

Pitter patter (short)

Splish splash (longer)

Whooshh (long)

Ask the children to use their instruments to play the rhythm of these words and to think about how the sounds are changing.

Ask the children to listen to the three sounds they have been using: *which is short and which is long?*

*Which sound would suit the word ‘pitter patter’ or ‘splish splash’ best?*

Hide the sounds and ask the children to listen as I sing the song, ‘I have sounds, one and two’.

*Can they identify the hidden sound?*

**Plenary (5mins)**

Talk about the animals in Barnaby’s backpack that made long or short sounds today.

Sing, ‘Goodbye’ with short, grumpy voices and with sleepy long voices.

**Learning Outcomes:** Children can

Sing a restricted number of notes accurately and confidently

Make, explore and control long and short sounds

Explore instrumental and vocal sounds

Maintain a steady pulse

Play rhythmic patterns

Talk about sounds

**Lesson 7: Changing Sounds (Loud and Quiet)**

**Learning Intentions:** Children learn

About loud and quiet sounds

How to change the volume of their voices

How to control the volume of their instruments

A new song

How sounds are used in story -books

**Introductory activity (10mins)**

If you want to clap your hands/rub your hands, tap your knees/rub your knees, give a shout/whisper shh...

Hello Children (GEGE)/Hello Barnaby

Today Barnaby has toys in his backpack that make loud noises e.g. a lion and a motor bike and toys that make quiet noises e.g. a lamb and a chick

Use the song, ‘Make your sound as quiet/loud as mine’ (Tune: Muffin Man) as a vehicle for copying and exploration.

**Main activity (15mins)**

Revise the song, ‘Five Little Monkeys’ and encourage the children to sing very loudly when they are pretending to be the monkeys and very quietly when they say, ‘Along came a crocodile very quietly’.

Ask them to follow Charlie as he gradually comes out with their sounds.

*Can they make the volume of their sounds match him?*

Now try the same with a variety of percussion instruments.

Introduce the song, ‘The Loud/Soft Band’ and encourage them to count the numbers and the phrase, ‘This is how we like to play. Very loudly/softly the big band way’

*Can they play their instruments loudly and softly?*

Pack the instruments away and read them the story, ‘We’re Going on a Bear Hunt’.

Sing the phrases as call and response e.g.

We’re going on a bear hunt (cFfFcFF)

We’re going to catch a big one (gAaAgAA)

What a beautiful day (CccccC)

We’re not scared (AGF)

Ask the children to join in with the words on the coloured pages.

**Plenary (5mins)**

*What did they notice about the letters on the coloured pages?*

*How did they change their voices?*

If time, have a game of ‘Hey Hey look at me’ and choose noisy sounds like clapping or quiet sounds like rubbing.

**Learning Outcomes:** Children can

Distinguish between loud and quiet sounds

Explore loud and quiet body/vocal sounds

Control changes of dynamics on their instruments

Follow a visual prompt

**Lesson 8: Changing Sounds (Loud and Quiet)**

**Learning Intentions:** Children learn

About loud and quiet sounds

How to change the volume of their voices

How to control the volume of their instruments

A new song

How sounds are used in story -books

**Introductory activity (10mins)**

If you want to clap your hands/rub your hands, tap your knees/rub your knees, give a shout/whisper shh...

Hello Children (GEGE)/Hello Barnaby

Today Barnaby has toys in his backpack that make loud noises e.g. a lion and a motor bike and toys that make quiet noises e.g. a lamb and a chick

Use the song, ‘Hey Hey look at me’ and choose noisy sounds like clapping or quiet sounds like rubbing.

**Main activity (15mins)**

Revise the song, ‘Five Little Monkeys’ and encourage the children to sing very loudly when they are pretending to be the monkeys and very quietly when they say, ‘Along came a crocodile very quietly’.

Ask them to follow Charlie as he gradually comes out with their sounds.

*Can they make the volume of their sounds match him?*

Now try the same with a variety of percussion instruments.

Pack the instruments away and read them the story, ‘We’re Going on a Bear Hunt’.

Sing the phrases as call and response e.g.

We’re going on a Bear hunt (cFfFcFF)

We’re going to catch a big one (gAaAgAA)

What a beautiful day (CccccC)

We’re not scared (AGF)

Ask the children to join in with the words on the coloured pages.

**Plenary (5mins)**

*What did they notice about the letters on the coloured pages?*

*How did they change their voices?*

**Learning Outcomes:** Children can

Distinguish between loud and quiet sounds

Explore loud and quiet body/vocal sounds

Control changes of dynamics on their instruments

Follow a visual prompt

**Lesson 9: Let’s Pretend**

**Learning Intentions:** Children learn

To think about ways in which they move

About how other people and characters move

About pulse

Two new songs

To pass and share

To play with control

About pace and dynamics

**Introductory activity (10mins)**

‘If you want to be a robot, be a giant, be a monkey, be a swimmer stand by me’

Sing, ‘Hello children’ and explain that today we are going to be moving like lots of our favourite animals, people and characters from story- books, around us in the world and from the TV.

Revise the game, ‘Hey, hey. Look at me’ and ask the children to think of ways in which we can move e.g. I am hopping, can’t you see?

**Main activity (15mins)**

Introduce the song, ‘What shall we find in the birthday present?’ (Tune: Drunken Sailor) and explain how they will need to pass the present around the ring as they sing.

When the song is over, the child with the present chooses an object and we will pretend to play with it.

Now introduce the ‘Magic Ring’. This is a hoop. Whoever stands in the hoop can choose what we should pretend to do or be.

Magic Ring (Tune: The Wheels on the Bus’)

We can be anything in the magic ring,

The magic ring, the magic ring

We can be anything in the magic ring

On a sunny Monday morning/afternoon

We can be a fireman in the magic ring.....

If time, give out instruments to all the children and explain that this time the child in the magic ring can ask them to play quietly or loudly, quickly or slowly.

We can play very loudly, quietly, quickly, slowly in the magic ring...

**Plenary (5mins)**

Pack up the instruments and ask the children how we played them today.

What characters did they like being best of all?

**Learning Outcomes:** Children can

Move to a steady pulse

Play to a steady pulse

Use their imaginations in order to think about how different characters move

Play with awareness of changing pace and dynamics

**Ideas for 3-4 year olds**

**An Easter Session (Long and short)**

**Lesson 9 (30mins)**

**Learning Intentions:** Children learn

To copy sung phrases

To explore long and short vocal sounds

To move to a changing tempi

To explore rhyming words

To select short sounds to accompany a song

To play whilst singing

**Introductory activity (10mins)**

If you want to... (Use long and short body sounds)

Hello Barnaby (He has things that remind him of the spring in his backpack –an egg, a lamb, a chick and a bunny)

*Some of these make long sounds and some make short sounds*

Let’s smell the flowers (ahhh)

Let’s smell some chocolate eggs (Mmm)

Follow the rainbow (whee)

Let’s be lambs (Maaa)

Now let’s make some April showers (drip)

Let’s make our feet like little ponies (clip clop)

Let’s be little chicks pecking at the egg shell (peck)

**Main activity (15mins)**

Now let’s pretend to move like some of the animals in Spring- time

Ask the children to follow the drum -beat with their hops.

1 2 3 4 1 2 3 4

Rab- bit rab- bit rab- bit rab- bit

Hare - Hare - Hare - Hare -

Bunnies bunnies bunnies bunnies bunnies bunnies bunniesbunnies

Let’s go through the forest and see what other sounds we can hear

Walking through the forest (walking through the forest)

G G G A GE

What can you see? (What can you see?)

F F E D

I can see a cheeping bird (Cheep cheep cheep)

F F F G F F D

Hopping after me (Hopping after me)

E E E D C

Repeat with

‘ I can see some daffodils-peep, peep, peep. Swaying like the sea.’

‘ I can see rabbits- leap, leap, leap. Playing after tea’

‘I can see some little deer-creep, creep, creep. Running home from me’.

Teach the children the following song

Spring Sounds (Tune: Skip to my Lou)

Bunnies in the spring hop, hop hop x 3 It is nearly Easter

Rain in the puddles plop plop plop x 3 It is nearly Easter

Ponies in the fields clop clop clop...

Chicks from their eggs pop pop pop...

Listen to our spring sounds...

Ask them what sort of sounds hop, plop, clop and pop are.

*They are short, rhyming sounds*

Play the children a selection of sounds e.g. a triangle and some bells and then some castanets and some claves.

*Which sound suits the words of the song best (The short sounds ie. The claves and castanets)*

Play the sounds to a steady beat whilst singing the song.

(Extension: Try just playing the sounds on the words, ‘Hop, plop’ etc.)

**Plenary (5mins)**

Today we looked at some of the sounds of the Spring-time

Most of the sounds were short

*Who can remember one of the sounds?*

Sing, ‘Goodbye Barnaby’.

**Learning Outcomes:** Children can

Sing a small range of notes tunefully and accurately

Copy and explore long and short vocal and body sounds

Identify sounds as long or short

Select appropriate sounds

Move to a changing pulse

Play with control and awareness of pulse