**Shake, Rattle and Tap for Nursery Children**

**Lesson 1**

**Learning Intentions:** Children learn

New songs

About the ways in which percussion instruments are played

To copy actions

To play to a steady beat

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and sing to Barnaby bear

Look at what he has got in his backpack-lots of farm animals- and make their sounds

Ask the children to sing ‘Hickety Tickety’s song and to sing their names back all together.

Ask the children to copy me as I tap together two fingers, shake my hands and rub one hand up and down my arm.

I will do all these actions at varying speeds (tempi)

**Main activity (15mins)**

Ask the children to stand up to sing, ‘Peter taps with one hammer’ and try to encourage, through demonstration, how to keep a steady pulse with their actions.

Show the children different instruments and ask them how I should play them. Give out tappers first and ask them follow my tapping fingers. Sing the song, ‘Choose an instrument’ (Bobby Shaftoe, clap your hands) and sing, ‘We can play our tapping sounds’.

Repeat this with shaking sounds and scraping sounds.

*If possible, only the children holding the scraping, shaking or scraping sounds will play at one time but don’t worry if they all play!*

Finish with, ‘We can play our instruments’.

**Plenary (5mins)**

As I collect the instruments in, I will use their proper names.

*How did we play our instruments today?*

*Who had a favourite sound?*

**Learning Outcomes:** Children can

Match the pitch of sung calls

Explore vocal sounds

Sing their names

Move to a changing pulse

Play with control

Talk about their sounds

**Lesson 2**

**Learning Intentions:** Children learn

To sing alone and in groups

About tapping sounds

To sing new songs

To tap to a steady beat

The names of tapping instruments

**Introductory activity (8mins)**

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

He has a hammer, chicken and a beater. All these things tap.

Today we are going to see what sort of instruments in our box make tapping sounds.

Ask the children to copy my tapping fingers as they keep a steady beat, get faster and slower.

**Main activity (15mins)**

Introduce the song, ‘Musical box goes round’ (Bobby Shaftoe, clap your hands) and ask the children to pass the box around the circle. Whoever has it when the song has finished will choose a card and collect an instrument.

They will then play as the song is sung again until all of the children have a tapping sound.

*Each time, introduce the instrument by name.*

Now ask the children to follow my tapping fingers with their sounds.

Then play, ‘Tapping sounds, tapping sounds. Where are you?’ The children hide their sounds behind their backs whilst I sing the question and then respond by playing and singing, ‘Here we are, here we are. How do you do?’

Now sing, ‘We’re tapping a pattern with our sounds’ (Bobby Shaftoe, clap your hands’ and use all tap a steady pulse together.

Repeat with, ‘We’re tapping a pattern with our claves/blocks/drums/bells/cymbals/triangles/castanets’ and see if children can play when their instrument’s name is used in the song.

**Plenary (2mins)**

Pack away the instruments, using their names and then ask volunteers to hold Hickety Tickety and to sing their names.

**Learning Outcomes:** Children can

Keep a steady pulse with their bodies and instruments

Refer to the instruments by their proper names

Respond to sung cues

Sing tunefully and with some confidence

**Lesson 3**

**Learning Intentions:** Children learn

A new action song

About the material from which instruments are made

A new song

To accompany a song with a steady pulse

To copy the pitch of sung phrases

**Introductory activity (10mins)**

Sing, ‘Hello children’ and look in Barnaby’s backpack. He has several things that are made of wood and several that are made of metal.

Ask the children to group them into two groups.

Lay out some percussion instruments and ask volunteers to help sort them into metal and wooden sounds.

Now show the children instruments that could be shaker sounds and skin sounds.

**Main activity (10mins)**

Listen to the’ Percussion Family’ and notice what kind of sounds are mentioned (wood, metal, shaker and skin).

Give out the wooden sounds first and ask them to play when I raise my hands after the words, ‘Let me hear them play’.

Repeat this with the other sounds and then play all the instruments together.

Now ask the children who taps/shakes/scrapes their sounds and revisit the songs, ‘We’re tapping/shaking/scraping a pattern with our sounds’ and ‘Tapping/shaker/scraping sounds where are you?’

(We may substitute the above with ‘Tap/shake/scrape and stop’ and by watching Charlie Crocodile.

**Plenary (10mins)**

Pack away the instruments and give all the children and some individuals the opportunity to sing their names to Hickety Tickety Bumble Bee.

Finish by teaching the children how to move to ‘Sally go round the Sun’

**Learning Outcomes:** Children can

Understand what instruments are made from

How percussion instruments are played

Play with control and awareness of pulse

Follow sung and visual cues to play and stop

Sing confidently and tunefully

**Lesson 4**

**Learning Intentions:** Children learn

To respond to a puppet

About loud and quiet sounds

To play with control

About pulse

**Introductory activity (10mins)**

Sing ‘Hello children’ and look in Barnaby’ backpack. He has lots of different birds and they all make different sounds e.g. an owl, a chicken, a duck, a cockerel and a parrot.

Ask the children to make the different sounds of the birds.

Ask the children to choose one of these sounds and respond to Charlie Crocodile. As he comes out they will make their sounds and when he disappears they stop.

*What should they do if he only comes out a little way? (Make their sounds quietly.)*

Experiment with this.

**Main activity (15mins)**

Hand out some jelly pots and ask the children to play them when they see Charlie Crocodile. Now repeat this with the songs, ‘Horsey Horsey’ (steady pulse) and ‘Jig Jog’ playing a steady pulse when they see Charlie.

Now introduce the song, ‘The Shoemaker’ (Kids Make Music 2-3’) and ask the children to add tapping sounds to the chorus, again following Charlie.

See if the children can respond to Charlie again when they sing, ‘If you’re happy and you know it, play your sticks/pots’

Repeat this with, ‘Play them quiet’, ‘Play them loud’, ‘Play them fast’ and ‘Play them slow’.

Return to one of the birds in Barnaby’s backpack (the duck) and ask them to add the ‘quacks’ with their voices and jelly pots in the appropriate places to ‘Six little Ducks’ and ‘Five Little Ducks’.

**Plenary (5mins)**

Pack away the pots and talk about how they play their sounds today- to a steady beat, quietly, loudly, quickly and slowly.

**Learning Outcomes:** Children can

Play a steady pulse in response to a visual cue

Play and stop in response to a visual cue

Play loudly/quietly, quickly/slowly in response to a visual cue

**Lesson 5**

**Learning Intentions:** Children learn

To work in groups

A new song

A new action game

How percussion instruments can be played

To play to a steady pulse

**Introductory activity (10mins)**

‘Make a circle’ (Tune: I hear thunder)

Make a circle x 2

Make it round x 2

Standing really tall now x 2

Let’s sit down x 2

Sing, ‘Hello children’ and look at what Barnaby has in his backpack (a bee, a duck, a frog and a fish).

Ask the children to make their sounds.

Give out one of each toy to groups of children around the circle and ask them to make the noise of the toy as I lift them up.

Now show them pictures of the animals and ask them to do the same as I lift them up.

**Main activity (15mins)**

Introduce the song, ‘Polliwog Pond’ (Kids Make Music 2 and 3)

There’s a wee little bee/frog/duck/fish

At Polliwog Pond

Lives over the way you see

And he flies in the air/hops/swims/swims in the water

And he buzzes/croaks/quacks/splashes all day

Making sounds for you and me

A buzz/croak/quack/splash etc.

Making sounds for you and me

Put out some maracas, rain-sticks, guiros, cabasas, castanets, claves, tambourines and jingles and ask the children to choose instruments for each creature.

See if they can follow Charlie and only play on the word ‘buzz’, ‘croak’, ‘quack’ or ‘splash’.

Finish by singing, ‘Jim along Josie” (Singing Games and Rhymes for Early Years)

‘Hey Shake/Tap/Scrape along Josie

Hey Shake/Tap/Scrape along

Shake/Tap/Scrape along Joe’

**Plenary (5mins)**

Pack the instruments away and finish with the original version of ‘Jim along Josie’, using body sounds o r actions.

E.g. Hey clap along.

Clap along Josie

Hey clap along

Clap along Joe

**Learning Outcomes:** Children can

Follow visual symbols

Can play and stop on cue

Can play in time to a steady beat

Describe the ways in which percussion instruments can be played

**Lesson 6**

**Learning intentions:** Children learn

About fast and slow sounds (pace/tempo)

To move to a changing beat

Names of percussion instruments

To play to a steady beat

That instruments can be played in a number of ways

To copy and create actions

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and look in Barnaby’s backpack. He has some toys that move quickly (e.g. a cheetah, a motor bike and an aeroplane) and some that move slowly (e.g. a snail, a bus and a bike).

Revise the game, ’Sally, go round the sun’ and ask the children how they might move quickly like a horse or slowly like a snail.

**Main activity (15mins)**

Play, ‘Musical Box goes Round’ (Bobby Shaftoe, clap your hands) and sing the tune to ‘Here we go Looby Loo’, making sure that that the children keep a steady pulse with their hands on their knees.

When the song stops a child will take out a picture of a percussion instrument and we will identify it by name. I will give out other examples of that instrument to children around the circle, leaving one example of each for me to demonstrate with.

Use that instrument to demonstrate, ‘Children can you do this?’ and ask the children to copy me as I play quickly and slowly. Now find different ways in which to play the instrument e.g. rolling it, rubbing it, tapping, shaking or scraping it.

Encourage the children to find new ways in which to play their instruments.

Use the names of the instruments in a version of ‘Now we can play our big bass drum’ and find words to describe the sounds

E.g. now we can play our triangles

And this is the way we do it.

Ting, ting, ting go our triangles

And that’s the way we do it.

**Plenary (5mins)**

Pack away the instruments and stand up in order to give volunteers the opportunity to lead, ‘Children can you do this?’ with body actions.

*Who learnt the name of instrument today that they did not know already?*

**Learning Outcomes:** Children can

Respond to changes in tempo

Sing confidently and tunefully

Explore instrumental and body sounds

Play with control

Name percussion instruments

Describe their sound

**Lesson 7**

**Learning Intentions:** Children learn

To sing alone and as part of a group

About long and short sounds

About sound colour (timbre)

To move to a steady beat

To listen attentively

To move to music

**Introductory activity (10mins)**

Song, ‘Hello children’ and give volunteers the opportunity to sing ‘Hickety Tickety Bumble Bee ‘by themselves.

Look ion Barnaby bear’s backpack and make the sounds of the animals inside. Some are quite long and smooth (e.g. the snake, the kangaroo and the wolf) and some are quite short (e.g. the pig, the monkey and the chicken)

Play, ‘Jim along Josie’ (Singing Games and Rhymes) and start with sounds and actions like clapping, stamping, hopping, jumping and flapping. Then choose the sounds/actions rubbing, tapping and shaking.

**Main activity (15mins)**

Look at a selection of instruments and ask the children to divide them into groups of shakers, scrapers and tappers. Repeat the song, ‘Jim along Josie’ with ‘Hey tap/shake/scrape/play along’.

Pack away most of the instruments but leave out some such as a triangle, a guiro and a rainmaker.

Ask the children to describe the sounds that they hear.

Now listen to two extracts of music from ‘Carnival of the Animals’- ‘Fossils’ and ‘Aquarium’ – and ask the children to describe what they hear.

**Plenary (5mins)**

Listen to parts of each again and ask the children to make shapes with their arms and hands that fit the music. The movements should reflect the short, detached sounds and the smooth, long sounds.

**Learning Outcomes:** Children can

Sing tunefully and confidently

Copy and make sounds

Move with awareness of pulse

Describe sounds that they play or hear

Reflect the duration of sound with movement

**Week 8**

**Learning Intentions:** Children learn

Some new songs

About pulse

About rhythm

To play and tap with control

To listen attentively

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and look at all the birds in his backpack. Encourage the children to copy the sounds that they make.

Teach the children the chant, ‘Buster, Buster’ and add a steady pulse to the chant using actions for each line.

Buster, buster, climb a tree (climb 4 branches)

Buster, buster, Slap your knee (tap knees four times)

Buster, buster blow a kiss (blow 4 kisses)

Buster, buster don’t you miss (Point finger 4 times)

**Main activity (10mins)**

Our first song is about a Woodpecker.

‘Old Mr. Woodpecker’ (Singing Games and Rhymes)

First of all the children will tap a pulse on their knees and then with two fingers to the simple tune.

Then half will tap on wooden instruments while the other half tap fingers.

Swap over and give the other children a chance to play.

Now ask the children to play every word of the song or *the rhythm.*

Swap over again.

Now play, ‘Woodpecker taps’. I will tap patterns for the children to copy.

If the children respond well to this game, try asking them to tap all the patterns/rhythms back to me -apart from the rhythm, ‘Woodpecker taps’. If they hear that pattern they should tweet.

**Plenary (10mins)**

Play a game of ‘Chickamey Chickamey Craney Crow’

Sing the children the song from ‘Singing Games and Rhymes for Middle Years’, and ask them to copy the number of taps he says. Then they should freeze like musical statues.

Chickamey Chickamey Craney Crow

Went to the well to wash his toe

When he got back his chickens were gone

What time was that, what time?

*Six o’clock XXXXXX*

*CHICKENS!!!! (Freeze)*

**Learning Outcomes:** Children can

Sing confidently and tunefully

Keep a steady beat with body percussion and instruments

Play rhythmic patterns

Create rhythmic patterns

(Internalise rhythmic patterns)

Respond to aural cues

**Week 9**

**Learning Intentions:** Children learn

To explore different vocal and body sounds

To copy rhythmic patterns

To add sounds of a story

**Introductory activity (10mins)**

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 when I hold up the pictures.

Repeat the drumming sounds on drums

Read the whole story and add the drumming sounds and the sounds of the creatures

**Plenary (5mins)**

Ask the children to pack away their drums and sing goodbye

**Learning Outcomes:** Children can

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

Play rhythmic patterns with control

Respond to pictures with sound

**Week 10**

**Learning Intentions:** Children learn

About pace, duration and timbre

A new song

To add sounds to a story

To add sounds to a song

To express preferences

**Introductory activity (10mins)**

Sing, ‘hello Barnaby’ and look at the animals in Barnaby’s backpack. They all move in different ways (e.g. a kangaroo, a snake, a horse, a butterfly and a tiger)

Revise the game, ‘Sally go round the Sun’ and move like these animals.

Now ask what sounds these animals might make and give volunteers the opportunity to lead a game of, ‘Children can you do this?’

**Main activity (15mins)**

Remind the children of the story of ‘The Happy Hedgehog Band’ and ask the children to make the sound that each creature makes in the story as I hold their card up.

Now introduce the song, ‘This is the music I make’ (Tune: Big Bass Drum)

Oh, I’m a pheasant from Dickon Wood

And this is the music I make

Hum, hum, hum, I sing all day

And that’s the music I make

Repeat with the other animals.

Now ask volunteers to choose an instrument and to describe the sound it makes e.g. the drum goes boom

Repeat the song with instruments

Oh I can play on the castanets/wooden blocks/ triangles /Indian bells/jingle bells/ tambourine/lollipop drum/ maracas

And this is the sound that I make… etc.

**Plenary (5mins)**

Ask the children to pack away the instruments and ask volunteers to say which their favourite sounds were today.

**Learning Outcomes:** Children can

Move like animals

Copy sounds

Describe sounds

Follow pictures/symbols

Sing confidently and tunefully

**Week 11**

**Learning Intentions:** Children learn

About long and short sounds

About the sounds of the seaside

To play with a song

A new singing game

**Introductory activity (10mins)**

Sing, ‘Hello Barnaby’ and give each child the opportunity to sing their name as they hold and sing, ‘Hickety Tickety Bumble Bee’.

Look at the items he has in his backpack (a fish, a stone, a beach ball, an ice-cream and a sailing boat).

*Can they make a sound to match each one?*

Sing Barnaby’s travelling song (Tune: Boys and Girls Come Out to Play)

*Barnaby the Bear’s my name*

*Travelling is my game*

*Come with me and hold my paw*

*We are going to the seashore*

**Main activity (15mins)**

Play a game of, ‘Make your sound as short as mine’ and give children the opportunity to create their own.

Repeat this activity with long sounds.

Teach the children the Seaside Song (Tune: Skip to my Lou) and choose instruments to accompany each verse (suggestions in brackets)

(Shakers) Bees on the seashore (Bee x 3).

(Jingles/tambourines/rain sticks) Waves on the seashore (Shee x 3)

(Cabasa) Balls in the air (Whee x 3)

(Indian bells) Sun on the water (Zee x 3)

(Claves/castanets) Crabs on the seashore (nip x3)

(Agogo bells/ triangle held) Stones in the water (Plip x 3)

(Tambours) Bat that ball (Bip x3)

(Chime bars and glockenspiels) Melting ice-creams (drip x3)

Try playing a steady beat and then only play on the words in brackets

**Plenary (5mins)**

Pack away the instruments and play the children two sounds.

*Which is long and which is short?*

If time, play a game of ‘All the fish are swimming’ with the parachute.

All the fish are swimming, swimming, swimming

All the fish are swimming, swimming in the sea. ( Repeat with ‘dancing’, ‘sleeping’ and ‘jumping

Sing, ‘Goodbye Barnaby’.

**Learning Outcomes:** Children can

Sing alone or as a class

Create or copy long and short sounds

Play with control

Move to a steady beat