

Let's Pretend

The aim of this unit is:

- To introduce children to a variety of enjoyable songs, games, music and dance.
- To help the children identify the pulse of songs and dance through movement and percussion.
- To explore the sounds of percussion instruments.
- To play and sing individually and in groups.
- To respond to low and high sounds.
- To create music to move to.
- To follow graphic symbols.
- To respond to music through movement.
- To combine original dance and music.



LINKS TO THE STEPPING STONES

Children are given the opportunity to:

- 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.
- Respond to sound with body movement – enjoy joining in with dancing and ring games – imitate and create movement in response to music – begin to move rhythmically.

Musical Activity 1

Musical content:

- The children will sing a chant and pretend to be a different character.
- They will listen to a short march and move to it.
- They will sing a song.
- They will move in different ways and choose instrumental sounds to represent those movements.
- They will use the instruments in order to create an original March.



Learning intentions:

- To sing with accuracy, enjoyment and confidence.
- To create movements to a steady beat.
- To move to a piece of music and react to the sound of an instrument.
- To explore the timbre of percussion instruments.
- To create a march with two distinct sections.



Resources:

- Singing Games and Rhymes for Early Years (NYCoS).
- Kids Make Music Twos and Threes by Lynn Kleiner.
- 'La garde montante' from Bizet's Carmen Suite No.2.
- Movement cards (see over).
- A picture of a trumpet and of a flute or piccolo.
- C E and G chime bars.
- A variety of untuned percussion.
- A glockenspiel.
- A CD player.
- Some extra sets of C E and G chime bars.



Preparation:

Listen to 'Hey, hey' (p.52 Singing Games and Rhymes) and try singing it without the CD, using G and E to start.

You are going to introduce the topic by asking the children to pretend to be someone or something, e.g:

'Hey, hey, look at me. I'm a giant, can you see?'

G E G G E G G E E G G E

Other examples could be fairy, princess, soldier, dancer, pirate or even a monster!

Listen to 'La garde montante' from Carmen Suite No.2 by Bizet. The piece lasts just over three minutes and is characterised by two contrasting sections, a 'standing to attention' section which is played by the trumpet and a 'marching' section which is played by the piccolo, strings and trumpet. The piece starts with the trumpet and this music returns near the end after a short silence. The marching music is sometimes quiet and sometimes loud but the pulse does not change. The children will therefore need to change the way in which they march/swing their arms but not the speed.



Listen to 'Marching' (p.24 Kids Make Music) and sing along. The song is sung twice and then the music repeated without voice. This is then all repeated.

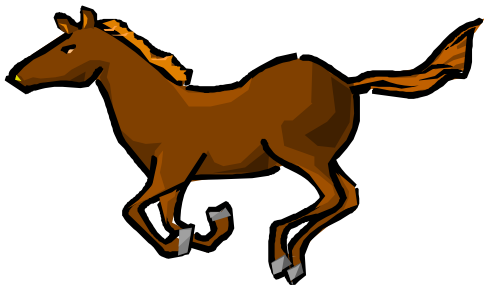
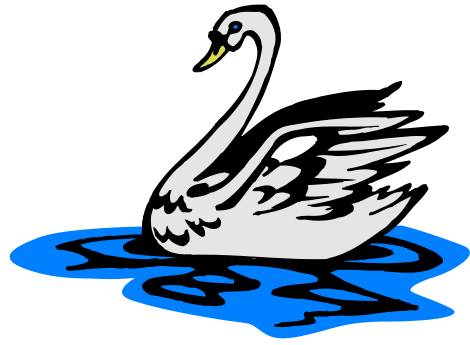
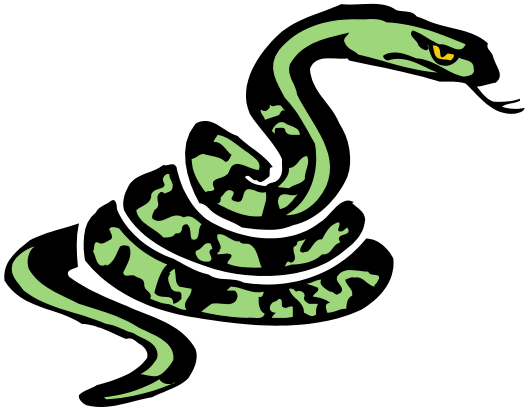
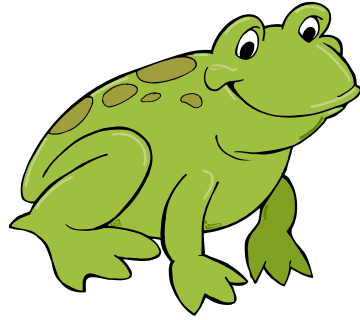
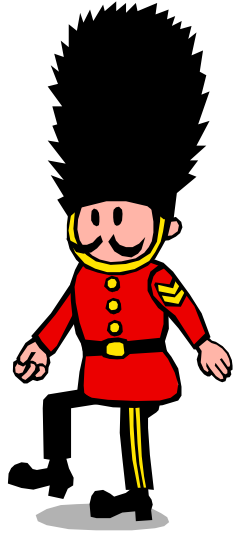


Try singing the tune without the CD and using G and C to start, i.e:

We're marching all around.

G C D E F G

You are going to change the words to, 'we're hopping/sliding/stamping/galloping all around'. You will need to photocopy and enlarge the following cards.













You will be asking the children to compose marching music and standing to attention music. You will show them when to play each by standing to attention or marching on the spot.

Some ideas:

Marching Music







Left	Right	Left	Right	
C	G	C	G	Chime bars
				

Left	Right	Left	Right	
				Tambourines

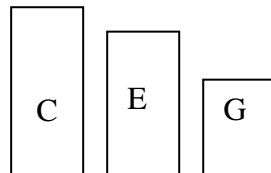
Halt	-	Halt	-	
C	-	C	-	Two C's played on a glockenspiel C'
C'	-	C'	-	simultaneously
				

Halt	-	Halt	-	
				Drums (tambours)

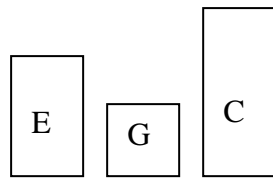
Standing to attention Music:

						
C	E	G	G	G	G	These three melodies might be played alone or together.
E	G	C	C	C	C	
G	C	E	E	E	E	

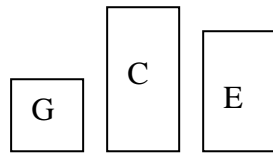
Alternatively you might just give one child the chime bars in this order...



A second child the chime bars in this order...











A third child the chime bars in this order...



... and ask them to make up their own music.

You might like to make your own composition cards using the ideas below.

LEFT	RIGHT	LEFT	RIGHT
			
C	G	C	G

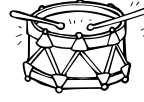
LEFT	RIGHT	LEFT	RIGHT
			

HALT

-

HALT

-



C

-

C

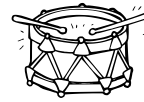
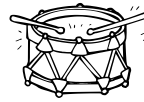
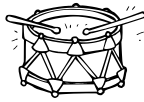
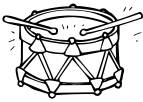
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HALT

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HALT

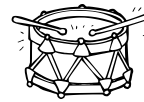
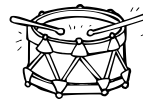
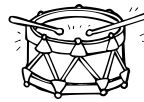
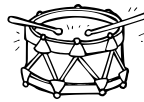
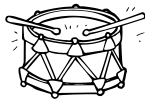
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TO

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SHORT ACTIVITY 1:

1 min

Tell the children the title of the unit and ask them all to think of someone or something they could pretend to be. Listen to a few suggestions and choose one.

5 mins

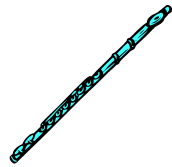
Use it to teach them 'Hey, hey, look at me'...

G E G GE

...and ask for three or four more examples that you can all sing.

6 mins

Listen to part of 'La garde mantante', gently tapping your knees to the pulse and then ask the children who might be moving to that music. Show them your picture of a trumpet and tell the children that when they hear that instrument playing alone they should stand to attention.



Now show them the picture of the piccolo or flute. When they hear this instrument they should begin to march.



Tell the children that although the speed of the music never changes, the sounds do and sometimes the music gets quite loud. You will be looking at the way they are moving their arms and legs to see if they are changing their movements with the music.

Listen to the piece and add the marching movements.

3 mins

If time, listen to the 'Marching song'. Ask the children to follow you as you 'march' your hands on your knees. (They may be able to join in with some of the words when the song repeats).

LONG ACTIVITY 1:

15 mins



Follow the 'Short Activities' above.

Follow all activities apart from the 'Marching song'.

5 mins



Show the children your movement cards and ask volunteers to demonstrate how they might march, hop, slide without lying on the floor, glide, stomp and gallop.

Now ask the children to help you choose sounds for each card. You may ask them to choose from a 'selected pile' of instruments (e.g. C and G chime bars, vibraslap, guiro, maracas, cabasa, triangle, Indian bells, drum, woodblock, coconut shells) or to choose entirely on their own.



5 mins

Divide the children into two groups. One group will play the instruments and the other move when you hold up each card in turn.

Now swap so the children have had the opportunity to play and move.

3 mins

If time, hide the instruments and ask the children to move appropriately as you play each hidden sound, e.g:



Chime bars (March)
Vibraslap/guiro (Hop)
Maracas/Cabasa (Slide)
Triangle/Indian Bells (Glide)
Drum (Stomp)
Woodblock/Coconut Shells (Gallop)

2 mins

Reflection:



Which sound did they like best today? Which movement did they enjoy making the most?

5 mins



Explain to the children that they are going to make up their own marching music. Ask them to march on the spot as you call out 'left right, left right'. Now add the C G C G chime bar pattern to this.

Ask a volunteer to play this pattern on the chime bar. Ask a few more volunteers to play that pattern on the tambourine.

Show them the cards at this point so they can see how their pattern has been written down. Now ask the remaining child to step on 'halt' and then stop.

(halt - halt -)
left foot right foot

Play that pattern on two C's and ask a volunteer to try it.

NB: It might help them to ‘Wiggle’ their beater in the air during the silence like so:

C - C -
Play wiggle play wiggle

Likewise, when you ask volunteers to play the drum or tambour pattern they might wiggle their stick or turn the palm of their hand upwards.

5 mins

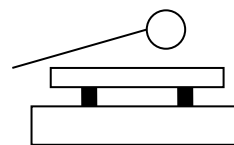
Now set out the three sets of chime bars as suggested in ‘preparation’. Tell the children that we need some ‘standing to attention’ music like the trumpet played.

Play your example: ‘Standing to attention’

C E G G G G

... but explain that the children could make up their own patterns. Ask three children to try their own patterns or to use ‘standing to attention’.

You will now have five children playing chime bars/glockenspiel and four or five playing tambourines/drums. The remainder of the children will march when they hear the marching music and stand to attention when they hear the three chime-bar players.



Remind the children of how you ‘stood to attention’. Who will play? (tambourines, C/G chimes, drums, C/C’ glockenspiel).

Now march on the spot. Who will play? (the three chime bar players).

6 mins

Try performing the music and if time, give the other children the opportunity to play the instruments.



2 mins

Reflection:

Did they like the music they made up today?

Which sound did they like best?

Which instrument from the orchestra do they think would play marching music best?

Assessment:

Can the children move to a steady beat?

Can they create their own actions?

Can they choose sounds to represent movement?

Can they respond to instrumental sound?

Can they play with awareness of pulse?

Can they play as part of a group?

Can they organise and select sounds?



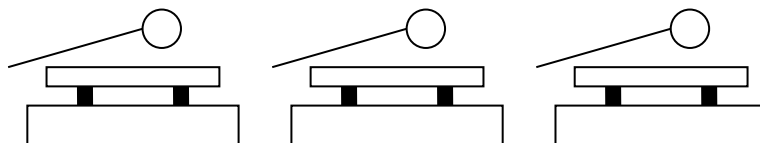
Music corner/table activity:



Leave out the picture cards and the selection of instruments the children chose to represent them so that pairs of children can explore the sounds.



Leave out two sets of C, E and G chime bars and ask pairs of children who did not have the opportunity to play with the whole group, to make up their own 'standing to attention' music.



Musical Activity 2

Musical content:

- The children will revisit a chant and add their own actions.
- They will sing a song.
- They will use scarves and a hoop to show the melody rising and falling.
- They will pick out high and low sounds and respond to them with movement.
- They will listen to a piece of music and respond to it with movement.
- They will compose some merry-go-round music.



Learning intentions:

- To sing accurately and confidently.
- To move to a steady beat.
- To respond to high and low sounds with movement.
- To create twirling movements in response to a piece of music.
- To select and organise original sounds.



Resources:

- Singing Games and Rhymes for Early Years (NYCoS).
- Kids Make Music Twos and Threes by Lynn Kleiner.
- A large plastic hoop.
- A scarf for each child.
- Impromptu: Lat toupie from Bizet's Jeux d'enfants Suite.
- A CD player.
- A selection of percussion instruments.
- E and G chime bars.
- A glockenspiel or metallophone which has two 'A's on it.
- Composition cards (see over).
- A spinning top.
- Several sets of chime bars/glockenspiels/metallophones.

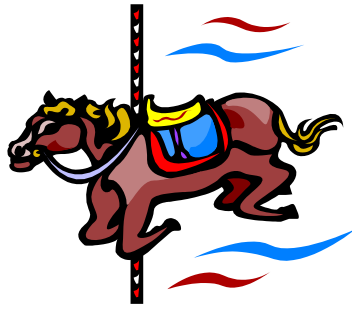


Preparation:

Listen to 'Hey, hey look at me' (p.52 Singing Games and Rhymes). Today the children are going to pretend to be a toy (e.g a robot, a car, a floppy doll, a toy train, a spinning top, a rocking or hobby horse).

Try singing the chant without the CD, using G and E to start.

Hey, Hey, look at me. I'm a robot. Can you see?
G E G G E G G E E G G E



Listen to 'Merry-go-round' (p.25 Kids Make Music) and read the instructions below. The children will respond to the high and low sounds (A' and A) by moving their scarves up and down with one hand and the hoop up and down with the other.

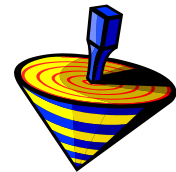
Find a glockenspiel or metallophone which has both A's on it. (If you do not have one, use a low and high C instead).

The instrument playing the accompaniment to the song sounds like a pipe organ. Some of the children may have seen a big fairground organ. The phrase 'Round and round a pipe organ sound' is heard for a total of three times.

Listen to 'La toupie', or the spinning top. This lasts for just over a minute so you will be able to listen to it with the children, whilst tapping a gentle pulse on your knees and then discuss some ideas for movement and try them out.

The piece starts very quickly as the top spins but slows down after about 25 seconds. Very soon it is spinning fast again. It slows down just before the end, then spins extra fast and falls over!

Sitting down movements could include spinning hands round each other horizontally, spinning fingers downwards vertically, spinning arms in the air and then letting them fall into the lap at the end.



Standing up movements could include spinning hands, spinning arms above the head, turning on the spot, dancing around with a partner, dancing around in a large group, spinning slowly to the grand and sitting down (or spinning quickly and falling down!)

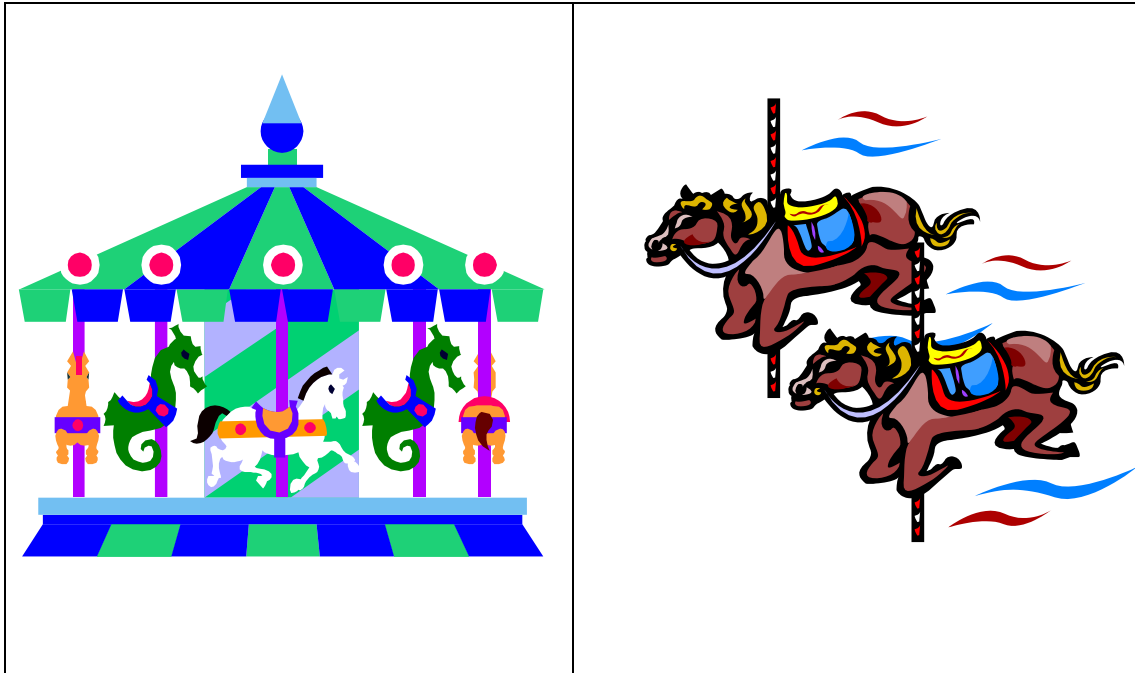


The children will be exploring spinning sounds and sounds that go up and down.

Ask the children to explore the sounds freely in two groups. Then, when you are ready to put the sounds together, ask the spinning sounds to play when you hold up the merry-go round card and the up and down sounds to play when you hold up the horse card. Experiment by giving your music some structure, i.e:

Merry go round – horse – merry go round – merry go round + horse – merry go round.

You may like to photocopy, enlarge and laminate the following pictures.



SHORT ACTIVITY 2:

5 mins

Remind the children of 'Hey, hey' and ask them to think of a toy which they could pretend to be. Use some of my examples to help them if necessary and show them the spinning top at the end and ask them all to spin and skip round together singing, 'Hey, hey, look at me, I am spinning. Can you see?'

7 mins

Listen to the Merry-go-round song. Ask the children to hold onto the hoop and walk round as they hear 'round and round the merry-go-round. Music is playing, a pipe organ sound'. Listen to the next part and ask them what the music and the words are asking them to do (go up and down). Try this with the hoop. Now give the children their scarves and ask them to hold them up and down when the music tells them. Try the first half of the song again and continue to walk round to the second half.

Now show the children how to move their scarves and the hoop up and down to 'horses and ponies and colts and mares' and finally walk round again during 'galloping, galloping, round in pairs'.

If time, sing and act the entire song. The children will have picked up the lyrics by now, especially if you have sung each phrase as you have explained the actions.

Tip: *If your group of children is too large for one hoop then either:*

- a) *Ask your assistant to 'man' one of the hoops or*
- b) *Miss out the next activity and try it again with the children who have not had a turn.*

3 mins

Sit down and listen to 'La toupie'. Gently tap the pulse on your knees as the children listen. Then ask them which toy might be moving to this music (the spinning top). Show them your spinning top and notice how it starts fast, slow down and then fall over.



Decide whether you are going to make 'sitting down' or 'standing up' movements and then either ask the children to copy yours or to make up their own.

Try out these movements with the music, remembering to 'fall down' at the end.

LONG ACTIVITY 2:

15 mins

Follow the activities in 'Short Activity 2'.

5 mins



Give the children extra time to learn the 'Merry-go-round' song so that they sing it as well as move to it.



5 mins

Show them your two A's (or C's) and play each. Can the children show you which is the high sound and which is the low with their hands in the air? Ask volunteers to play the two notes while the other children show the pitch with their hands. Now ask the volunteer to hide behind a chair or beanbag. Ask the children to hold onto their hoops and to raise it or lower it when they hear the sound.



Ask the volunteer to play two high A's or two low A's consecutively in order to catch the children out.

3 mins



Give the children more time to make up their own spinning movement and to put them together as dance to 'La toupie'.

2 mins

Reflection:

How did the spinning top move? (round and round and then fell down?) How did the horses on the roundabout move? (up and down).

5 mins



Explain to the children that they are going to make up some 'Merry-go-round' music. You would like some children to explore round and round sounds and some to explore up and down sounds.

If you have a small group of children you might like to give out instruments to each group and allow them to explore freely.

If you have a large group of children, ask volunteers to pick out instruments from the pile. The other children can either be given duplicates of those instruments or make up and down/round and round actions with

- **Round and round sounds:**

Maracas moved in circles.

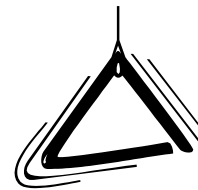
Octachimes or stirring drums.

Triangles played with beater inside a circular motion.

Indian bells, finger cymbals, cymbals rubbed together in a circular motion.

Tambourines/tambours with skins rubbed with finger tips in a circular motion.

Cabasa/guiros scraped.



- **Up and down sounds:**

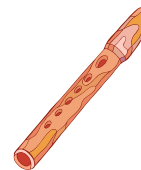
Swooping up and down the chime

bars/glockenspiels/metallophones.

Playing individual high and low notes.

Putting three fingers down on the recorder and then lifting two off (keep thumb down).

Using a slide whistle.



7 mins

Once they have explored the sounds, listen to a few examples and then show them the cards. Practise by holding up each card and asking the children to hold up their hands if they think they should play. Then try it with the instruments, holding up the cards separately or together and experimenting with patterns and combinations of sounds. (Can a child try leading this activity?)

Reflection:

3 mins

Put the instruments back in the circle and then ask the children how the sounds in the song changed (they went up and down). Play your two A's (or C's) and ask the children to either show the pitch with their hands or by standing up or sitting down if they need some action!

Here are the activities in summary.



- 5 mins Hey, hey
- 12 mins Merry-go-round song
- 5 mins Pitch work using high and low sounds.
- 6 mins 'La toupie' listening and movement.
- 2 mins Reflection



- 5 mins Hey, hey
- 7 mins Merry-go-round song
- 3 mins 'La toupie' listening and movement.
- 5 mins Exploring up and down/round and round sounds.
- 7 mins Playing 'Merry-go-round' music.
- 3 mins Reflection.

Assessment:

- Can the children sing a simple chant with accuracy?
- Can they move to a steady beat?
- Can they respond to high and low sounds with movement?
- Can they respond to changes in tempo when moving?
- Can they explore instrumental sounds imaginatively?
- Can they follow symbols and play with control?



Music table/corner activity:



Give all the children the opportunity to explore 'spinning' sounds and 'up and down' sounds by laying out a selection of instruments. Can they sort them into two piles next to each of your cards?

Extension: Can individuals play 'up, down, up, down' and 'horses and ponies and colts and mares', picking out the high and low A's (or C's) as appropriate.

(This is the correct phrase but please do allow the children to find this themselves)

Up, down, up, down
A' A A' A

Horses and ponies and colts and mares
A' A' A' A A A A' A' A

(A' = high sound, A = low sound)

Musical Activity 3

Musical content:

- The children will learn an action song.
- They will look at some pictures/listen to a poem or story about a circus.
- They will explore some circus movements.
- They will perform these to some music.

Learning intentions:

- To sing with enthusiasm and enjoyment.
- To explore body movements to represent circus acts.
- To develop these in response to the character of a piece of music.
- To respond to changes of tempo.

Resources:

- An Early Start in Music by Eileen Diamond.
- Let's go Zudie-o by Helen MacGregor and Bobbie Gargrave.
- A CD player.
- Pictures/a story/a poem about the circus.

Preparation:

Listen to 'Show me how' (p.26 An Early Start). Track 12 used six examples from page 27; clapping, waving, smiling, nodding, painting and dancing. We are also going to use the following examples with backing track 34: 'Show me how you walk/creep/march/balance/wobble/jump'. This is in preparation for our circus movements. Sing all six verses with backing track 34 so that you are familiar with the tune. The children can perform their movements throughout or just on the word and then in the little section of music which precedes each verse.

Find some pictures, a story or a poem that will help those children who have never been to a circus to become familiar with some of the acts.



Read p.46 – 49 Let's go Zudie-o and listen to tracks 16, 17 and 18.

The children will be exploring strong whole body movements as if they were all on the trapeze or tightrope or were acrobats. They will then perform these movements to track 16. Find a bold ringmaster pose which they will adopt firstly when you say 'da-daa' and secondly in response to the music 'da-daa'.

In the long activity the children will also be exploring the lighter, faster actions of jugglers and clowns and they will perform the complete circus music.

SHORT ACTIVITY 3:

6 mins

Listen to the first verse of 'Show me how' (using track 12) and then ask the children to stand up and join in with the other verses (clap/wave/smile/nod/paint/dance).

Explain that you are going to ask them to do different actions and try each one out before you sing the song. Sing through the song, using track 34 and this time walk, creep, march, balance, wobble and jump.

3 mins

Show the children your pictures of the circus and read them a short story or poem.

5 mins

Ask the children to pretend they are swinging on a trapeze, walking on a tightrope or balancing and jumping like an acrobat. When you call out 'da-daa', they should stand still and pretend to be a ringmaster talking to the crowd or pointing to an act. If time, try these movements with track 16.



LONG ACTIVITY 3:

15 mins

Follow the activities from 'Short Activity 3'.

5 mins

Allow more time for the children to pretend to be ringmasters and for them to perform their movements to track 16.

Ask the children to organise their favourite actions into a phrase or sequence as suggested on page 48, e.g: swing forward and back – travel forward – spin on the spot).

5 mins

Explore the quick actions of jugglers and clowns and appoint a ringmaster to signal 'dadaa' (🥁 🐔). Try these actions with track 17.



3 mins

Now try the actions with the complete music (tracks 16 – 18). This will comprise of the tightrope walkers/trapeze artists/acrobats, followed by the jugglers/clowns, with a reprise of the tightrope walkers/trapeze artists/acrobats.

The children will need to respond to the musical 'da-daa' each time by striking their ring master's pose.



The whole piece lasts for about 2 ½ minutes.

2 mins

Reflection:

Which movement did they like best?

How did the music tell them to change movements? (It became faster and lighter).

How did they know when to stand still? (The music was loud and the instruments played 'da-daa').

Assessment:

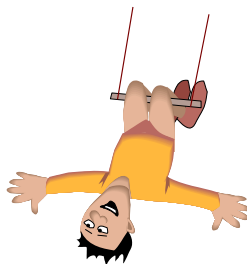
Can the children explore body movements with imagination?

Can they respond to the changing character of a piece of music?

Can they listen attentively whilst moving?

Music corner/table activity:

Leave out a selection of tuned and untuned percussion and some pictures of acrobats, clowns, jugglers, trapeze artists and a tight rope walker. Ask pairs or children to find sounds for each.



Musical Activity 4

Musical content:

- The children will revisit an action song.
- They will practise their Circus ring movement.
- They will perform the Circus Ring movements.
- They will explore instrumental sounds to accompany the dance movements.
- They will perform the music and dance.
- They will explore sequences of sound linked to dance sequences.



Learning intentions:

- To move to a steady beat.
- To sing with enjoyment and enthusiasm.
- To explore body movement.
- To respond to changes in tempo and character.
- To explore instrumental sounds in response to dance, movement (pitch, tempo, duration, dynamics, timbre).
- To organise and select sounds/movements.



Resources:

- An Early Start in Music by Eileen Diamond.
- Let's Go Zudie-o by Helen MacGregor and Bobby Gargrave.
- A CD player.
- A selection of tuned and untuned instruments.
- Picture cards for each of the acts.

Preparation:

Listen to 'Show me how' (p.26 An Early Start) and sing the following verses with backing track 34; walk, creep, march, balance, wobble and jump. Read through the pages 46 – 49 Let's go Zudie-o and listen to tracks 16 – 18, noticing the changing character of track 17 and the 'da-daas'.

The children are going to explore instrumental sounds to accompany the dance movements. You may like to divide your children into two groups. One group will move and the others play. The instrumentalists will respond to the movements of the dancers with their sounds so they need to think what their sound might show first, e.g:

Swinging on the trapeze:

Running a beater up and down a xylophone or glockenspiel
Cabasa
Guiro
Rainstick

Walking on a tightrope:

Shaking a maracas
Hitting one note on a xylophone
Tapping fingertips fast on a tambour or tambourine

Acrobats jumping:

Octachime or stirring drum
Tambourine shaken and then struck

Juggler:

Tapping a two tone woodblock
Claves
Castanets

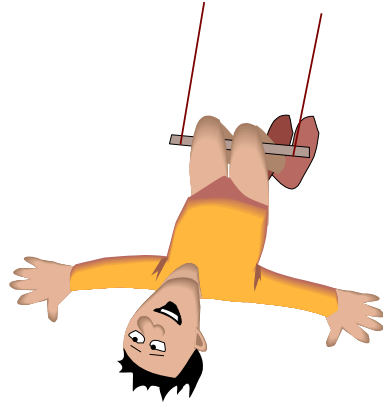
Clowns wobbling and falling:

Stiff card wobbled
Vibraslap or chatterbox

Photocopy, enlarge and laminate the picture cards (see over).

You will be showing these to the dancers so that the instrumentalists cannot hear your instructions.

CIRCUS RING



SHORT ACTIVITY 4:



5 mins

Ask the children to remember the activities from the previous session. Listen to the first verse of 'Show me how' (track 12) and then sing that verse only. Ask the children to stand up and to show you how they walk, creep, march, balance, wobble and jump. Now sing through the entire song, adding the action either throughout each verse or on the action word and in the short piece of piano music which precedes each new verse.

10 mins

Ask the children show you their trapeze/acrobat/tightrope movements. They will change movement every time you call out 'da-daa'. When they perform them with the music they can change movements whenever they wish to just choose one movement. Try the movements with track 16.

Now ask them to show you juggling and clowning movements. Try these with track 17.

Explain the structure of the piece and that they will need to repeat their first movements again after they have been clowns or jugglers. They will also need to strike their ringmaster's pose when they hear 'da-daa'.

Perform the entire dance.

LONG ACTIVITY 4:

5 mins

Sing 'Show me how' and add the actions (as in Short Activity 4).

7 mins

Revise the movements for the Circus Ring.

Section A: (track 16) trapeze artist/acrobat/tightrope walker

Section B: (track 17) jugglers/clowns.

Section A: (track 18) trapeze artist/acrobat/tightrope walker

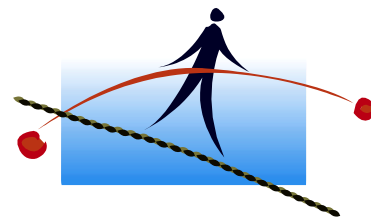
Practise each section and the ring master's pose and then perform the entire dance.



5 mins

Ask the children to sit down in a circle and divide them into two groups. One group will move and the other group play instrumental sounds to accompany that movement.

Try the movements for section A first and group those playing instruments for the trapeze artists, tightrope walkers and acrobats together. Ask the dancers to watch as you hold up one of the three picture cards.



The instrumentalists will play when appropriate.

Repeat this activity by finding sounds for the jugglers and clowns. Then hold up one of the two cards in turn and ask the instrumentalists to respond to the movements they hear.



5 mins

Now ask a child to be the ringmaster. When he or she stands up and strikes a pose, all the instrumentalists play 'da-daa' and the dancers stand still and strike a pose. This will indicate that the movement should change and that you should hold up a new card.

5 mins

Perform this original music twice, swapping the groups around so that everyone has a chance to play and dance.



(You may like to simplify this activity by just choosing two cards e.g. trapeze artist and clown walker. This would make it easier for the children to respond to the movements with the correct sounds.)



(You may like to choose three cards, e.g: trapeze artist, juggler and acrobat).



Extension: Ask the dancers to respond to the music instead of the instrumentalists responding to the movements the dancers make.

3 mins

Ask the children playing the instruments for each character to put their instruments away in turn.

Reflection:

Ask the children what their favourite sound was? Did one sound particularly illustrate a movement well?



Can they say why that sound fitted the movement so well?

Assessment:

Can the children move in response to music?

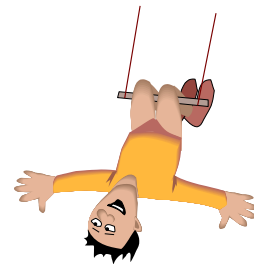
Can they respond to changes in tempo and character?

Can they explore instrumental sounds and relate them to movement?

Can they play with concentration and control?

Music corner/table activity:

Allow more children to find sounds to illustrate pictures of acrobats, clowns, jugglers, trapeze artists and tightrope walkers.



Musical Activity 5

Musical content:

- The children will sing an action song.
- They will add new actions to it.
- They will listen to a story and learn a song to accompany it.
- They will tell the story in fingerplay and add them to some music.
- They will explore whole body movements to replace the fingerplay actions.

Learning intentions:

- To sing a variety of songs with confidence and enthusiasm.
- To move to a steady beat.
- To learn a sequence of actions.
- To relate a sequence of actions to music.
- To identify the return of a familiar melody.
- To move rhythmically to music.

Resources:

- An Early Start in Music by Eileen Diamond.
- Prompt cards (see 'Preparation').
- Let's go Zudie-o by Helen McGregor and Bobbie Gargrave.
- The story of 'Jack and the Beanstalk'
- Enlarged copies of the story cards on pages 50 – 51 of 'Lets go Zudie-o'.
- A CD player.

Preparation:

Listen to 'See if you can' (p.20 An Early Start). The verses on Track 9 are 'See if you can touch your nose/ears/cheeks/tummy/feet/head'. The children will be singing those and then adding the following words to Track 31.

1. See if you can stamp like a giant.
2. See if you can fly like a fairy.
3. See if you can growl like a monster.
4. See if you can laugh like a witch.
5. See if you can leap like a frog.
6. Now we'll choose our favourite.
Now we'll choose our favourite
Now we'll choose our favourite
Let's all choose one now.



Read 'Jack and the Giant' (p.50 – 53 Let's go Zudie-o) and listen to 'The Giant's Song' (Track 19). Sing the song several times and then tap alternate knees with fists to the beat of the music. (The words are marked in bold to help you).

Enlarge copies of the story cards on pages 50 and 51 and write the letter name on the back.

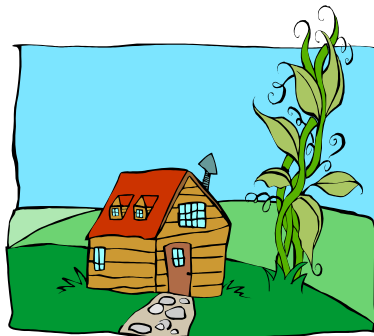
Listen to 'Contredanse' (Track 20) and follow the 'story' in your head, looking at each card as you do so. The tune to the giant's song returns each time and is tune A (The structure of this piece of music is called Rondo form).

Now learn the fingerplay on page 50 and try putting it with the music. When section A plays, tap alternate knees with your fists.

If following the long activity, look at the ideas for Dance Exploration on page 52.

Find the story of 'Jack and the Beanstalk' and prepare the children for their music and dance activities by reading to them.

Photocopy and enlarge the prompt cards for 'See if you can' (see over).





SHORT ACTIVITY 5:

2 mins

Ask the children what they have already pretended to be (acrobats, trapeze artists, tightrope walkers, jugglers and clowns). They have also moved like soldiers and horses on a merry-go-round.

5 mins

Listen to the first verse of 'See if you can' (Track 9). The children will pick up the words very quickly. Play it again and ask the children to join in with the words and the actions. Encourage them to tap their noses in time to a steady beat on touch your nose and continue the taps through the piano music at the end of each verse. (You will fit 8 taps into this music). Ask the children to touch their ears, cheeks, tummies, feet and heads and then sing the whole thing through.



5 mins

Now show the children your prompt cards and ask them to stamp like a giant, fly like a fairy, growl like a monster, laugh like a witch and leap like a frog.

They will of course have to pretend to growl and laugh otherwise they will not be able to sing. Tell the children that during the final verse they will sing 'Now we'll choose our fa-vou-rite, now we'll choose our favourite, now we'll choose our favourite. Let's all choose one now'. They can be deciding which of the characters they will pretend to be as they sing and then perform the actions during the final piece of music.

Try the song again with track 31, holding up each of the prompt cards before each verse.

3 mins

Sit the children in a circle and explain that they will be telling the story of 'Jack and the Giant' in music and dance. Listen to 'The Giant's Song, (Track 19) and show them how to keep time by tapping alternate knees with their fists. If time, listen to it again and tap in time.

LONG ACTIVITY 5:

15 mins

Follow the activities in 'Short Activity 5'.

8 mins

Remind the children of the story of 'Jack and the Beanstalk' and show them your story cards. Teach them the finger play that accompanies each card and in between each one, use Track 19 to help you sing the Giant's song.

Repeat this until the children know the sequence well and can play it without the cards. (They will also know the words to the song by now).

Now introduce the children to 'Contredanse' (Track 20) and show them how to add the fingerplay actions to the music and taps to the giant's song.

You might try this again so that they are really familiar with the sound and structure of the music.

5 mins

Use this time to find the different giant movements suggested on page 52.

2 mins

Reflection:

Ask the children what their favourite way of moving was today (remembering all the actions they added to 'See if you can').

Tell them that next time they will be finding movements to tell the rest of the story, of 'Jack and the Giant' and that they might like to think of some themselves.

Assessment:

Can the children sing confidently and with awareness of pitch?

Can they move to a steady beat?

Can they remember a sequence of actions?

Can they listen attentively and identify a tune that returns?

Can they identify and respond to changes in melody and character?

Music corner/table activity:

Leave out the story cards and a selection of instruments such as a tambour, some maracas, a xylophone, some Indian bells, a tambourine and some jingles. Ask small groups of children to explore some of the sounds and to lay them next to each of the cards.



Tell the children that you would particularly like to hear some climbing up and escaping down the beanstalk music.



Musical Activity 6

Musical content:

- The children will revise the Giant's Song.
- They will add fingerplay movements to the music.
- Those following the short activity will add a steady beat to the song and some sound effects to the story.
- Those following the long activity will explore whole body movements to tell the story.
- They will explore sounds to tell the story.
- They will combine the music and dance.

Learning intentions:

- To sing with character and confidence.
- To maintain a steady pulse.
- To listen attentively and respond to changing musical ideas.
- To explore whole body movements.
- To explore instrumental sounds.
- To recognise ascending and descending sounds.
- To respond to movement with sound.

Resources:

- Let's go Zudie-o by Helen MacGregor and Bobby Gargrave.
- A CD player.
- Enlarged copies of the story cards.
- A selection of percussion (maracas/Indian Bells/tambourines/jingles/cymbals with brushes).
- Two xylophones/glockenspiels.

Preparation:

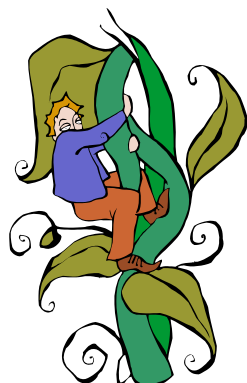
Read through 'Jack and the Giant' (p.50 – 53 'Let's go Zudie-o') to remind yourself of the activities. Listen to the Giant's song (Track 19). Sing it with the CD and tap the pulse on alternate knees.

Listen to 'Contredanse' (Track 20) and remind yourself how each fingerplay fits with the music.

If following the short activity, divide your children into four groups and choose one child to make up climbing music and another to make up escaping down the beanstalk music. They will be using the xylophones or glockenspiels.

The other four groups will be making up music for sections B, D and E and adding a pulse to section A (the Giant's song).

Here are some suggestions:



- A: The giant (tambours)
- B: The bean grows (maracas/egg shakers)
- C: Climbing the beanstalk (xylophone)
- D: Exploring above the clouds (Indian bells/bell tree/cymbals brushed or swirled together gently).
- E: Approaching the castle (tambourine/jingles).
- F: Escaping down the beanstalk (xylophone).

If following the short activity you will be exploring whole body movements for each section, then exploring sounds for each section and then playing the 'Jack and the Giant Performance Game' on page 53.

You might like to divide your children up as above and use some of the suggested instruments.

SHORT ACTIVITY 6:

3 mins

Ask the children if they remember whose song they learnt at the end of the last session. What did they do as they sung it?

Listen to 'The Giant's Song' (Track 19) and add the taps. Notice who can tap particularly well in time and give them some drums or tambours to tap instead seat them together within the circle and sing the song again with everyone tapping their knees or tambours.



5 mins

Teach the children the rest of the story by showing them the story cards and the finger play to go with each. Try the story twice more, once with the cards and once with the cards and the music, tapping the knees each time the giant's song is played by the orchestra.



You may like to add the pulse with the tambours (the music is very fast!)

7 mins

Now explain that they are going to tell the story with their own sounds. Take each section in turn. Give out instruments to the children seated next in the circle and the two xylophones to your chosen pair of children. As each group or individual practises their sounds, the other children can be performing the finger play.

Perform the story with the instrumental sounds. If you do not have much time, sing and play the 'Giant's Song' at the beginning and end only.

LONG ACTIVITY 6:

3 mins

Introduce the Giant's Song, sing it and choose some children to add a pulse as in 'Short Activity 6'.

5 mins

Remind the children of the finger play that they used to tell the story and try it once with the cards, once without and once with track 20, tapping the pulse of the giant's song each time on knees.



Try adding the pulse on the tambours (the music is very fast!).

7 mins

Last session the children explored movements for the Giant. Try these again and then explore the other movements suggested on page 52.

Now try adding movements to each section. The music is very fast and only lasts for one minute 45 seconds in entirety. This means each section only lasts for a few seconds before the orchestra plays the Giant's Song and the children have to repeat their giant movements.

8 mins

Seat the children in the circle and explain that now they will making up the sounds to accompany the movements in the story. Take each section in turn and choose children to play the instruments.

You have already chosen children to play the tambours during Section A (The Giant's Song).

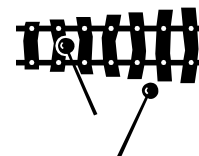
Give another group of children eggshakers/maracas with which to play section B (The Bean Grows).



Ask an individual child to find some climbing sounds on a xylophone or glockenspiel (check that the sound are actually ascending. (Section C: Climbing the Beanstalk).



Give another group of children Indian bells, bell trees and cymbals to swirl together or brush during Section D (Exploring above the clouds).
Give a final group of children tambourines and jingles to tap



quietly during section E (Approaching the castle). Ask one child to play escaping downwards music on a xylophone or glockenspiel (Section F: Escaping down the beanstalk).

(Whilst each group are playing in turn, the other children could perform the fingerplay).

5 mins

You are now ready to play the 'Jack and the Giant Performance Game' (Page 53).



Extension: Divide the children into two groups, instrumentalists and dancers. Mix up the story cards and hide them from the dancers. Show one to the instrumentalists and ask the dancers to respond to the sounds they hear with the correct movements.

2 mins

Reflection:

As each group puts their instruments away ask the other children why the sound of the instrument showed the movement so well, e.g. the xylophone sounds clumb up and down, the maracas rustle like the growing leaves, the cymbals swirl like the clouds and the tambourines and jingles sound like tiny tippy-tippy toes creeping up to the castle.

Assessment:

Can the children sing confidently and with character?

Can they maintain a steady pulse?

Can they respond to changes in melody and character with changes of movement?

Can they play instruments with control and imagination?

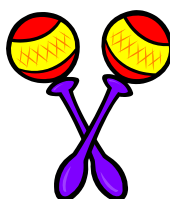
Can they respond to movement with sound?



Extension: Can they respond to sound with movement?

Music corner/table activity:

Give more children the opportunity to match the story-cards from 'Jack and the Giant' with instrumental sounds.



Additional Activities

You may like to try the following musical activities:

- a) Singing games (all from Singing Games and Rhymes for Early Years).

Bell Horses – page 6
Five Little Monkeys – page 7
On a log – page 13
Here is the beehive – page 16
Snail, snail – page 17
Jack in the box – page 26
Here comes a bluebird – page 35
No robbers out today – page 38
Slowly, slowly – page 43
Here sits a mouse – page 47
Five little Mice/Mice, mice – page 48
Witch, witch – page 54
Bow, wow, wow – page 82



- b) Familiar action songs from ‘Playsongs’ by Sheena Roberts.

Jack in the box – page 7
Little Peter Rabbit – page 10

- c) An action song from ‘What’s the difference?’ by Nikki Davies.

Jack in the box – page 39

- d) An action song from ‘An Early Start in Music’ by Eileen Diamond.

We’ like to ... - page 34

- e) Two action songs from ‘Kids Make Music: Two’s and Three’s’ by Lynne Kleiner.

Little Horses – page 22
The Old Grey Cat – page 26

