

People Who Care For Us

The aim of this unit is:

- To introduce children to a variety of enjoyable songs, games poems and stories – all about people who care for us.
- To help children find the pulse of a song, chant or poem through movement, body sounds and percussion.
- To explore the sounds of percussion instruments.
- To strengthen their awareness of pitch through singing and vocal games.
- To identify high, middle and low sounds.
- To play and sing individually and as part of a group with awareness of pitch and pulse.
- To relate sounds to symbols.
- To organise and combine sounds.

LINKS TO THE STEPPING STONES

Children are given the opportunity to:

- Join in favourite songs – sing a few, familiar songs - 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 – imitate and create movement in response to music – begin to move rhythmically.
- Enjoy joining in with dancing and ring games.

Musical Activity 1

Musical content:

- The children will sing responses to a simple chant.
- They will play a ring game, move to a steady beat and vary the tempo of the game.
- They will perform a descriptive vocal chant.
- They will learn a new song.
- They will add instrumental sounds to some of the songs and chants.

Learning intentions:

- To internalise a simple melody and respond with accuracy and confidence.
- To move to a steady beat.
- To play a simple rhythm.
- To respond to changes in tempo.
- To explore their vocal range.
- To explore body sounds and the sounds of percussion instruments.
- To play with concentration and control.
- To recognise high (ascending) and low (descending) sounds.

Resources:

- Singing Games and Rhymes for Early Years (NYCoS)
- Four envelopes.
- Kids Make Music. Twos and Threes by Lynn Kleiner.
- CD player.
- A variety of percussion instruments.
- E, G and A chime bards.
- A glockenspiel (with a Bb on it).
- A xylophone.

Preparation:

Listen to 'Who has a brother?' (p.53 Singing Games and Rhymes) and try singing it without the CD, using G and E to start (Who has a brother?).

G E A G E

You are going to use the chant to ask them about people who care for them but may feel it inappropriate to ask who has a mummy/daddy/grandma/grandad. If so, brothers, sisters, aunts, uncles, cousins, dentists, doctors are usually pretty safe!

You could ask:

‘Who knows a police officer/farmer/postman/fire fighter/milk man/teacher/nurse/
G E A G G E E E G E G E G E E G E G E G
dustbin man?’ as these people all look after us too.
G G E

Listen to ‘Early in the morning’ (p.44 Singing Games and Rhymes). This is harder to sing by yourself but if you wish to, use ‘A’ to start.

The pulse of the song is as follows:

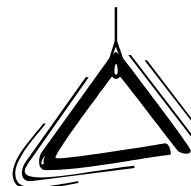
Early in the morning at eight o’clock _
You can hear the postman knock _.
Up jumps John _ to open the door _
One letter, two letters, three letters, four _.

Listen to ‘The Fireman’ (p.16 Track 9 Kids Make Music) and think of sounds to accompany some of the lines. The pulse of the first three lines is as follows:

The fireman has a fire hose _ the fireman has a truck _ the fireman has a
ladder that goes up up up.

The instrumental effects on track 9 are as follows:

- A. Triangle played quickly to start.
- B. Pulse played by tambours during first four lines.
- C. Glockenspiel played upwards on the word ‘ladder’.
- D. Xylophone played upwards on the words ‘up, up, up!!’
- E. Maracas played on ‘swish’ and ‘broom’.
- F. Xylophone played upwards on the words, ‘up, up, up!!’



Listen to ‘The Fire Truck’ (p.17, Track 10 Kids Make Music). The children will know the tune (In and Out and the Dusty Bluebells).



Children will play triangles on ‘ding, ding, ding, ding, ding’.



One child can play the notes F G A C on the xylophone under the words:

‘Climb the ladder (verse 4).

F G A C

One child can play the notes C’ Bb A G F (descending) under the words:

‘Ding, ding, ding, ding, ding’.

C’ Bb A G F

SHORT ACTIVITY 1:



5 mins

Ask the children who they think looks after them and cares for them. Play/sing 'Who has a brother?' and use some of the examples in the preparation section. This might stimulate some new thought.

5 mins

Tell the children that they are going to listen to a song about a postman and play a game. Listen to it once and then stand up in the circle and walk on the spot to the pulse.

Notice who has walked particularly well to the beat and give that child four envelopes. Explain that he/she will walk around the inside of the circle to the steady beat. At the words, 'up jumps', the child in front of the postman jumps up and the postman hands him/her four letters to the steady beat, e.g one letter, two letters, three letters, four. Listen to the song again and this time practise handing out pretend letters in the appropriate place.



5 mins

Play the game twice and then give out woodblocks to some children to play on 'postman knock' (the other children can clap) and tambours to a couple of children to play on the numbers, (i.e. one letter, two letters, three letters, four).

(If you feel confident enough to sing without the CD at this point, try the song at four different speeds, as suggested on p.44).

LONG ACTIVITY 1:

5 mins

Introduce the 'Who has a brother?' as in Short Activity 1.

5 mins

Tell the children that they are going to listen to a poem about a fireman and then you are going to ask them what they heard.

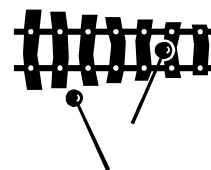
Ask them about the words themselves and if they heard any musical sounds.




Now practice keeping the beat to the first three lines by tapping your knees and by climbing a pretend ladder on 'up, up, up'.

Repeat that section again, but give out tambours to one group of children and ask them to play the beat whilst the others tap and 'climb'.

Now give out a glockenspiel (metal keys) and xylophone (wooden keys) to two children. Ask them to find which way they have to play it to make the sounds go up (to their right).



 Both players might just ‘swish’ up the instruments

 The players might pick out their own series of ascending notes.

8 mins

Try the first half of the poem again and then ask the other children what they might use for the ‘swish’ of the fire hose and ‘broom’ of the fire truck (maracas for both or maybe guiros/cabasa for the ‘broom’). Give them out and practise these two lines.

Ask the children how they are changing their voices on ‘up, up, up’ both times. What should they do on ‘ooo’?!


Remind the xylophone player to play on the final three ‘ups’ as well and then perform the entire poem.

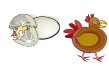


10 mins


Now listen to ‘The Fire Truck’. The children will recognise this tune so you will just need to think of some actions to help them remember to ‘turn the corner’, ‘find the fire’, ‘climb the ladder’, ‘squirt the water’ and ‘rest back at the station’.

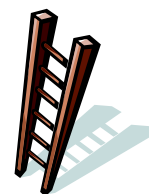
Each time you sing a verse, mime playing a triangle on the words, ‘ding, ding, ding, ding, ding’.


 Sing the song twice more, giving out triangles to half the children and asking the others to mime and then swapping over.

 Ask the children if the tune, ‘ding, ding, ding, ding, ding’ goes up (as in ‘The Fireman’ poem) or down?

Give a different child the opportunity to play the tune on C’ Bb A G F (in that order).

 Ask the children if the tune under ‘climb the ladder’ should go up or down (up). Ask one child to play F, G, A, C when everyone sings, ‘climb the ladder’. They will have to play it three times in all and will need to listen very carefully to the words of the song (you will need to give them a signal to get ready too).



 You will only have time to sing and play the song once.

2 mins

Reflection:

Ask the children what sounds went upwards today? (The sounds of the glockenspiel, xylophone and of their voices).

Did any sounds descend or go downwards? (The glockenspiel on ‘ding, ding, ding, ding, ding’).

Assessment:

Can the children sing a phrase back confidently and accurately?

Can they move to a steady beat?

Can they play with control?

Can they distinguish between descending and ascending sounds?

Can they play as part of a group?

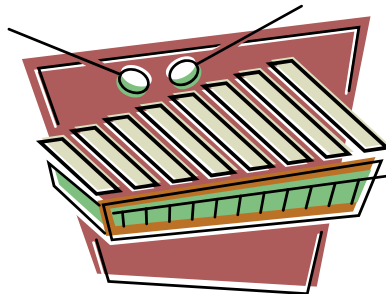
Music corner/table activity:



Leave the glockenspiel and xylophone out and give all the children the opportunity to play ascending and descending notes and to make up their own patterns.



Ask the children to pick out the ascending pattern F, G, A, C on the xylophone and descending patten C', Bb, A, G, F on the glockenspiel.



Musical Activity 2

Musical content:

- The children will revisit some of the activities from Musical Activity 1.
- They will learn a new action song.
- They will learn a new song and use tuned instruments to accompany it.
- They will play a pitch game.

Learning intentions:

- To explore their vocal range.
- To explore body sounds and the sounds of percussion instruments.
- To play with control.
- To recognise ascending and descending sounds.
- To recognise high and low sounds.
- To respond to changes in pitch with body movement.
- To play high and low sounds.



Resources:

Kids Make Music: Twos and Threes by Lynn Kleiner.
Singing Games and Rhymes for Early Years (NYCoS).
Four envelopes.
I'm walking down the street by Niki Davies.
D, F#, G and A chime bars.
A glockenspiel (with a Bb on it).
A xylophone.
A CD player.
A model fire engine, police car and ambulance.

Preparation:

Follow the preparation for 'Early in the Morning' (p.44 Singing Games and Rhymes), 'The Fireman' (p.16/Track 9 Kids Make Music) and 'The Firetruck' (p.17/Track 10 Kids Make Music) in Musical Activity 1. As the 'Firetruck' and the 'Fireman' will make up the short activities in this session, the children will only be using vocal and body sounds to accompany the 'Fireman'.

Listen to 'Jack in the box' (p.26 Singing Games and Rhymes). Try to sing it without the CD, using D to start.

Jack in the Box, Jack in the Box.
D D D D D D D D

Jump up tall.
D F# A

Jack in the Box, Jack in the Box
A A A A A A A A

Curl up small
A F# D



Keep the D, F# and A chime bars out so the children can use them to pick out phrases from 'Jack in the Box', 'Here comes the fire engine' and 'Doctor, Doctor'. Listen to 'Here comes the fire engine' (p.15 I'm Walking Down the Street) and look at the suggested actions. The children are going to try to pick out the notes for 'make way, make way'/'nee nah, nee nah', which are A F# A F#

SHORT ACTIVITY 2:

6 mins

Tell the children that they are going to listen to a poem about a fireman and then you are going to ask them what they heard.

Ask them about the words themselves and what happened to the woman's voice on 'up, up, up'.

Practise climbing up a pretend ladder, saying 'up' higher as you climb each rung. Now follow the suggestions on page 16.

- Keep a steady beat during the first three lines by walking on the spot. (You may like to add some actions with your hands). and then
- Climb the ladder.
- Rub hands together in 'swish'.
- Make loud engine sounds on 'broom'
- Make vocal siren noises on 'oooo'.
- Climb the ladder on the last line.



9 mins

Now listen to 'The Fire Truck'. The children will recognise this tune so you will just need to think of some actions to help them remember to 'turn the corner', 'find the fire', 'climb the ladder', 'squirt the water' and rest back at the station.

Each time you sing a verse mime playing a triangle on the words, 'ding, ding, ding, ding, ding'.



Sing the song twice more, giving out triangles to half the children and asking the others to mime and then swapping over.



Ask the children if the tune, ding, ding, ding, ding, ding' goes up (as in 'The Fireman Poem' or down? Give a child the opportunity to play the tune on C', Bb, A, G, F (in that order).



Ask the children if the tune under 'climb the ladder' should go up or down. Ask a child to play F, G, A, C when everyone sings, 'climb down the ladder'. They will have to play it three times in all and will need to listen very carefully to the words of the song. (You will need to give them a signal to get ready too).



You will only have time to sing and play the song once.

LONG ACTIVITY 2:

10 mins

Follow the 'Early in the Morning' activities from 'Short Activity 1'.

5 mins

Listen to 'Jack in the box' and ask the children to find a space and curl up like a Jack in the Box. Ask them to follow the actions of the song, jumping up tall and then curling up small again.

Ask the children to sing the song with you (without actions) and to look at what you are doing with your hands. As the tune ascends in three stages on 'jump up tall' raise your hand up three imaginary steps. It descends in three stages on 'curl up small'. Show these stages to the children and ask them to show the tune going up and down with their hands as they sing.



3 mins

Lay the D, F# and A chime bars out and ask a few volunteers to pick out the two phrases. Now ask another child to choose whether to play 'curl up small' (A, F# D) or 'jump up tall' (D, F# A). The other children should crouch down. They should listen to the chime bar sounds and do whatever the sound instructs them to i.e. curl up small or jump up tall.



You might like to lead this game in order to ensure that the children are listening carefully and do get the opportunity to curl up and jump up.

10 mins

Listen to 'Here Comes the Fire Engine' (first verse only). Go over the words of the first four lines and then sing it with the CD. Now go over the last three lines and sing the entire verse. Show them your model/toy fire engine, police car and ambulance and explain that the words of the song do not change, only the vehicle they are singing about. Sing all three verses, pointing at the appropriate model each time.



Lay out the A and F# chime bars and ask a child to pick out 'nee-nah' on them. Ask the other children to show you the notes with their hands in the air, i.e:

A
F#



Children could play A, F# throughout the entire song.



Ask one or two children to play A, F# on 'make way, make way' and 'nee-nah', nee-nah' when they come each time.



Lay out the D, F# and A chimes and ask volunteers to try and pick out the 'nee-nah' sound. (If they pick out F#, D then praise them but explain that the sound is a little higher).

Ask one child to play D throughout the entire song. i.e. 'Make way, make way, here comes the fire engine _' and another to play A, F# on 'make way, make way' and 'nee-nah, nee-nah' each time.



2 mins

Reflection:

Ask the children if they can show you the shape of:

- a) jump up tall
- b) curl up small
- c) nee-nah

... with their hands in the air.

Assessment:

Can the children move to a steady pulse?

Play instruments with control?

Recognise ascending and descending sounds?

Recognise high, middle and low sounds?

Respond to changes in pitch with body movements?

Respond to changes in pitch with their voices?

Play a sequence of notes after hearing them played or sing?

Play with awareness of pulse?

Music corner/table activity:

Leave out the D, F# and A chime bars and either a picture of a Jack in the box or a real one. Ask the children to play 'jump up tall' or 'curl up small'. One child could play and the other do the actions.

Musical Activity 3

Musical content:

- The children will sing an action song.
- They will revise pitch work through song and movement.
- They will learn a new song and add percussion sounds to it.

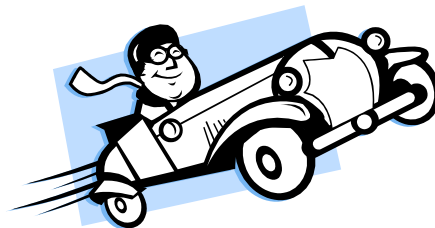
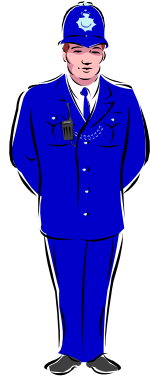
Learning intentions:

- To sing with accuracy and enthusiasm.
- To respond to changes of pitch with movement.
- To internalise the melodic shape of a phrase.
- To play back a melodic phrase.
- To pick out an extended phrase.
- To investigate sounds of percussion instruments.



Resources:


- Singing Games and Rhymes for Early Years (NYCoS).
- I'm walking down the street by Niki Davies.
- Me: Songs for 4 – 7 year olds (A&C Black).
- D, F# and A chime bars.
- A variety of percussion instruments.
- A CD player.
- A model fire engine, police car and ambulance.
- Picture of a policeman, postman, milk man, a bike rider, road sweeper, window cleaner, dustbin man and car driver. (See over).



Preparation:

Remind yourself of 'Jack in the box' (p.26 Singing Games and Rhymes) and its accompanying activities. Remind yourself of 'Here comes the fire engine' (p.15 I'm walking down the street).

Listen to 'Doctor, Doctor' (No.21 Me: Songs for 4 – 7 year olds).

( You may like to just learn the first verse).

Think of some actions that the children might add to help them remember the words. The children are going to try to pick out the phrase, 'Doctor, doctor, help me do' which is F#, F#, D, D, F#, F#, D.



Some of the older children might be able to play the whole phrase or even pick out the notes of the third line.

Listen to 'Who will I see in the street today?' (p.21 I'm walking down the street) and look at the suggestions for actions. You will try to encourage children to do all these actions to a steady pulse, e.g:

The policeman, Allo, Allo, Allo.
bend straighten bend straighten bend straighten

Think of vocal and instrumental sounds that the children might make for each character, e.g:

- Allo, allo, allo (vocal)
- Whistle whistle whistle (recorder/whistle)
- Clink clink clink (finger cymbals/Indian bells)
- Ting – a – ling – a – ling (triangle)
- Sweep sweep sweep (guiro/cabasa)
- Swoosh swoosh swoosh (maracas/rainstick)
- Clonk clonk clonk (agogo bell/cymbals/triangles held tightly so they do not ring)
- Vroom vroom vroom (vocal)

SHORT ACTIVITY 3:

5 mins

Sing and play 'Jack in the box'. Ask some children to pick out 'jump up tall' (D, F#, A) and 'curl up small'. (A, F#, D) whilst the others perform the actions.

10 mins

Follow the 'Here comes the fire engine' activities from 'Long Activity 2'.



LONG ACTIVITY 3:

3 mins

Sing and play, 'Jack in the box'.



5 mins



Listen to 'Doctor, Doctor' and ask the children how the people in the sing might care for them.



If learning all three verses, you might either like to learn each verse separately or teach them the first and last lines of all the verses and fill in the middle two afterwards, using actions to help.

5 mins



Lay out the F# and D chime bars and ask volunteers to pick out, 'doctor, doctor, help me do'.



Lay out the D, F# and A chime bars and see if anyone can pick out the F# and D of 'Doctor, Doctor'. Ask volunteers to pick out 'doctor, doctor, help me do' and 'give me a powder, give me a pill'.

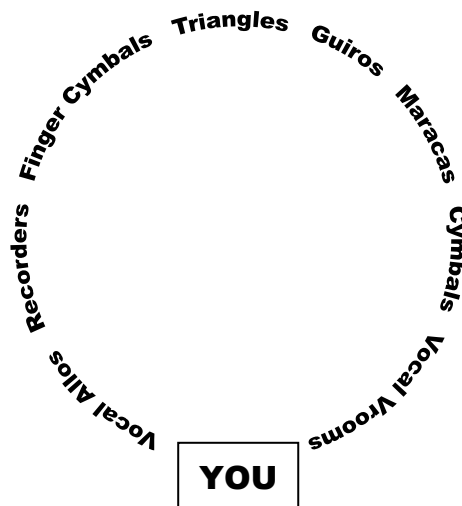
10 mins

Tell the children that they are going to listen to a song about all sorts of people that might help them in the street. As they listen add the actions. Now listen again and ask the children to help you with the actions (Do not be concerned about teaching them the words at this point).

5 mins

Show them your cards of each character and the selection of instruments you have chosen to represent the sounds they make.

Either, ask the children to choose sounds for each or give out instruments around the circle, e.g:



Explain to the children that you will be holding up their character's card to tell them when to play their instrument/make their sounds. Practise this without the song.

2 mins

Reflection:

Pack away the instruments by asking the postmen/milkmen/cyclists/road sweepers/window cleaners/dustbin men to lay them on the carpet, in the box or on the shelf and ask the children what their favourite sound was today.

Assessment:

Can the children move in response to ascending/descending sounds?
Pick out a simple melodic phrase?
Move to a steady beat?

Music corner/table activity:

Lay out your pictures of the characters from 'Who will I see in the street today?' and one of each instrument they have chosen. Give the children the opportunity to play all the sounds.



Ask the children to play a game in pairs. One child will play the sound and the other guess which character fits the sound.



Musical Activity 4

Musical content:

- The children will revisit a call and response chant.
- They will add instrumental sounds to a song.
- They will learn an action song and add their own actions.
- They will add sounds to a song.
- They will follow symbols when playing instruments and compose their own sequence.
- They will use those sounds to make their own composition.
- They will identify the pitch of simple phrases.



Learning intentions:

- To sing with confidence, accuracy and enjoyment.
- To explore the sounds of percussion instruments.
- To explore vocal sounds.
- To add movement to music.
- To play from symbols.
- To organise sounds creatively.
- To organise and combine sounds.
- To internalise a melodic shape.
- To play with awareness of pulse.



Resources:

- Singing Games and Rhymes for Early Years.
- I'm Walking Down the Street by Niki Davies.
- Pictures of a policeman, postman, milkman, cyclist, road sweeper, window cleaner, dustbin man and car driver (see preparation for Music Activity 3).
- Pigglety Pop by Carol Barratt.
- It's Time to Wake Up by Niki Davies.
- A C D player.
- D, E, F# and G chime bars.
- Sound cards (see 'preparation')
- A blank score and some blu-tack (see preparation).



Preparation:

Remind yourself of 'Who has a brother?' (p.53 Singing Games and Rhymes). Try thinking of some new questions which might relate to people who care for us, e.g:

Who's been to hospital?

G E A G G E

Who's been to the doctors/dentist/hairdresser?

G E A A G E G E G G E

Who has a postman?/milkman/dustbin man?

G E A G E G E G G E

Listen to 'Who will I see in the street today?' (p.21 I'm walking down the street) and look at the suggestions for actions. Read the 'Preparation' section for Musical Activity 3 in order to fit those actions to a steady beat. I have also suggested some vocal and instrumental sounds that the children might make or for each character.

Photocopy, enlarge and laminate the pictures of each character in the 'preparation' section of Musical Activity 3.

Listen to 'Rosie touch your toesie' (p.16 Pigglety Pop). As well as adding the actions suggested in the book, you might like to think of some more actions to help the children learn the other words. Listen to 'The Alarm Clock Song' (p.8 It's time to wake up) and look at the suggested actions on page 10. Notice much of the song is based on the notes D and F#. You will be asking the children to pick out the phrase 'buzz, buzz, buzz'.

D D F#

Think of some instruments which might be played on 'buzz, buzz, buzz' (maracas), 'clang, clang, clang' (cymbals), 'ting, ting, ting' (bell tree scraped or a guiro) and 'ding, ding, dong' (triangle).

Depending upon the age of your children, choose a set of cards to represent the sounds. Photocopy, enlarge and laminate them.



Keep two sets of cards to stick onto your blank score.

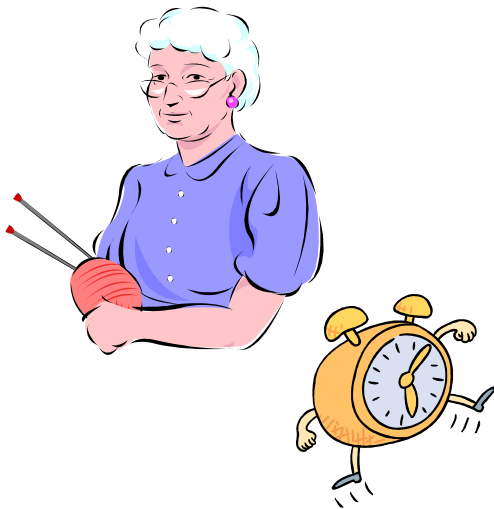
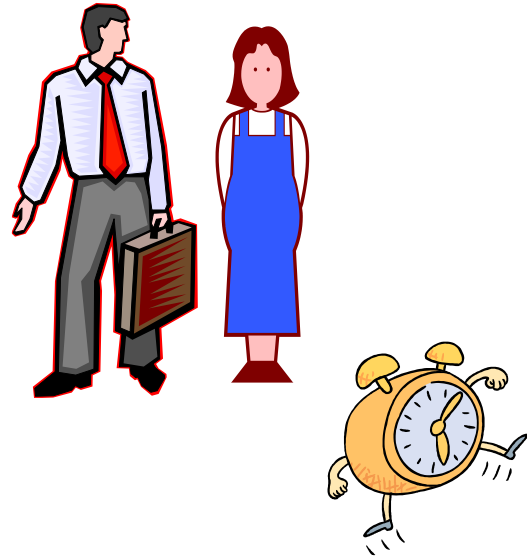
Set 1: Pictures of the different characters with a clock.

Set 2: Pictures of the instruments which might play each sounds.

Set 3: Symbols for each sound.

Set 4: Words for each sound.

ALARM CLOCKS



ALARM
CLOCKS

buzz

buzz

buzz

clang
clang
clang

ting
ting
ting

d r l n g
d r l n g
d r l n g

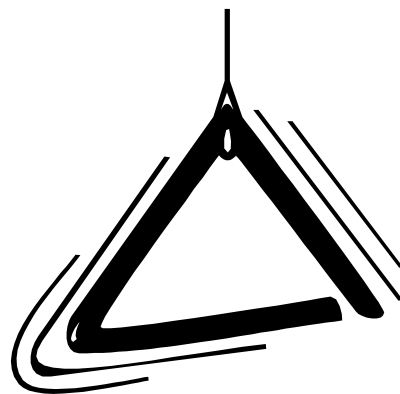
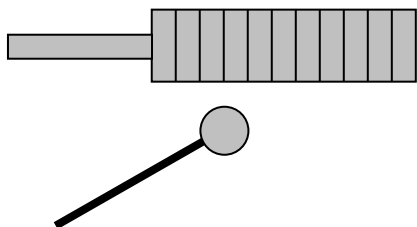
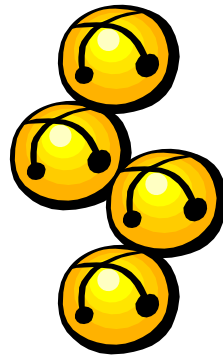
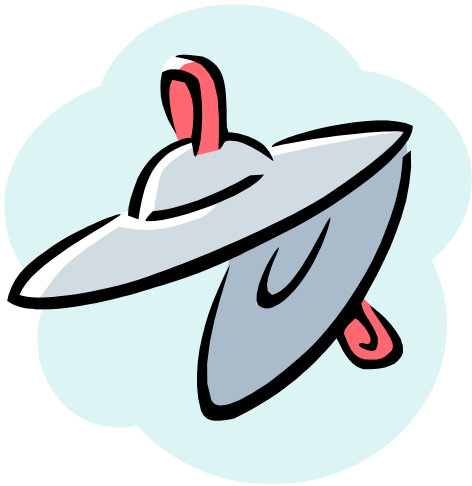
ding

ding

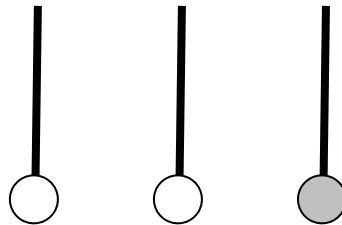
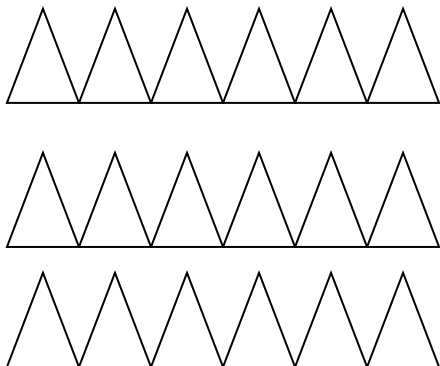
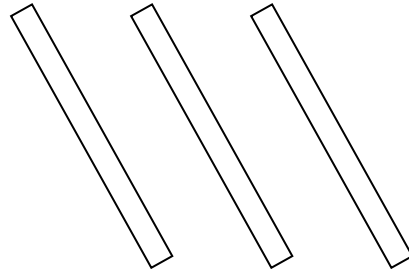
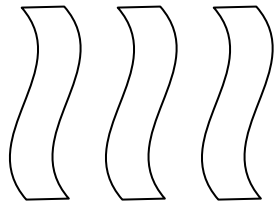
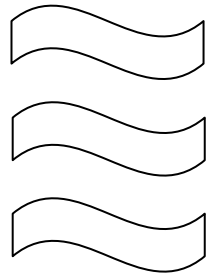
dong

Mum and Dad's Clocks				
Granny's Clock				
Sister's Clock				
Brother's Clock				
My Clock				

ALARM
CLOCKS







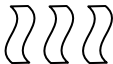
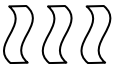









ALARM
CLOCKS





Photocopy and enlarge the blank score (or just draw your own on a whiteboard or piece of card). You will draw or attach the symbol for each of the clocks in the correct box in the first column so the children remember what their symbol is. You will then stick on the remaining two symbols in two of the four boxes in that row. This will be done with the help of the children.

NB: You may like to start by using only one of each symbol and then add another. The finished score may look something like this:

Mum & Dad's 				
Granny's 				
Sister's 				
Brother's 				
My clock 				

SHORT ACTIVITY 4:

2 mins

Ask the children if they can think of any people who care for them in some way who are not in their families.

3 mins

Sing 'Who has a brother?', using the suggestions in 'preparation' and then discuss how these people care for them.

10 mins

Tell the children that they are going to listen to a song about all sorts of people that might help them in the street. As they listen, add the actions. Ask the children what people were in the song. Show them your cards and sing the song again, holding up the relevant card for each verse and encouraging them to join in with the singing and the actions. If time, hand out instruments to individual children to play on each verse and sing the song again.



My suggestions are:

- Verse 1: 'Allo (vocal), whistle (recorder/whistle).
- Verse 2: Sweep (guiro/cabasa), swoosh (maracas/rainstick).
- Verse 3: Clink (finger cymbals/Indian bells), tingaling (triangle).
- Verse 4: Clank (agogo bell/cymbals/triangle held tightly), vroom (vocal).

LONG ACTIVITY 4:

8 mins

Listen to 'Rosie touch your tosie' and discuss which parts of the body Rosie, Charlie and Libby had to touch. What was mummy doing and how could they show this?

Sing the first verse and add the actions. Then discuss the actions for verse 2 and sing verses 1 and 2. Finally discuss the actions for verse 3 and sing all three verses.

5 mins

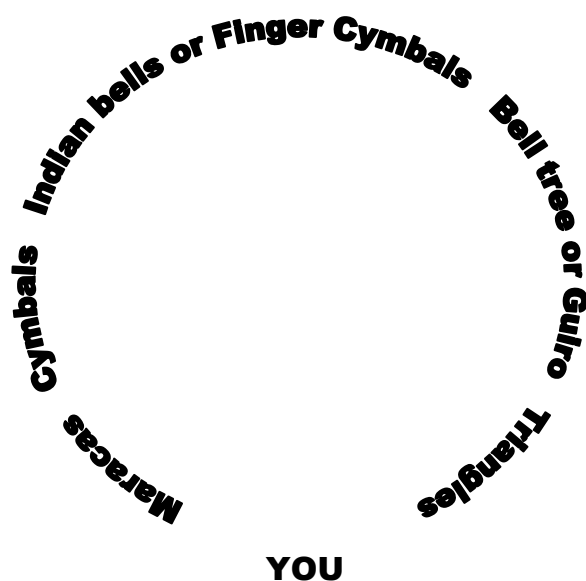
Ask the children if anyone in their house finds it hard to get up in the morning. What do they use to wake them up?



Listen to the alarm clock song and show the children the actions for 'wake up, wake up' and 'wakey, wa yey, rub your eyes'. Try singing the chorus now.

5 mins

Take each verse at a time and give out your chosen instruments before you sing each one, e.g:



Before playing and singing each verse, ask all the children to pretend to play the instrument on 'buzz buzz buzz/clang clang clang/ting ting ting/dring dring dring/ding ding dong'.

2 mins


Ask the children to sing 'buzz buzz buzz'. Can they show you which 'buzz' is higher with their hands? Place the D and F# chime bars in the circle and ask for a volunteer to play the phrase. (The correct pattern is D D F# but do not allow the children to pick this out).

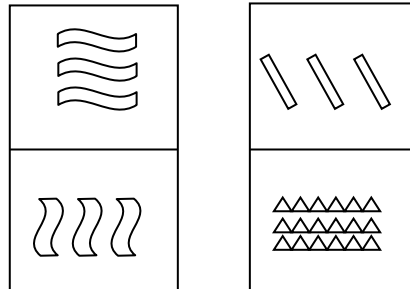
3 mins

Now show the children the cards you have chosen to symbolise the sounds they have made. Make them familiar with the symbols by asking each sound in turn to play when you hold the cards up. Then mix up the cards and repeat the activity. (The children stop playing when you lay the cards on your knees).

5 mins



Ask the children to make a sequence of alarm clock sounds by organising the cards into a different order. Ask them to play the sequence as you point to each card. Try this again, or  use 4 cards only and lay them in two rows, e.g:



5 mins



Show the children the blank grid and stick one of each symbol in one of the four empty boxes on the correct row. Ask each group to play their line separately and then put the groups together.

If the children manage this activity easily, try adding another symbol to each line and performing the score again.

2 mins

Reflection:

As each group puts their instruments away in turn, ask them whether their instrument is made of wood, plastic or metal – what were most of the instruments made of today? (metal). Why do they think this was so? (Because bells are made of metal).

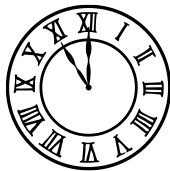
Assessment:

- Can the children sing a simple phrase accurately?
- Can they follow the shape of a phrase with their hands?
- Can they play with control and awareness of pulse?
- Can they relate symbols to sound?
- Can they organise sounds?
- Can they organise and combine sounds?



Music corner/table activity:

Try to find a recording of some bells and leave it on the table with some headphones so that children can listen to it. Find some pictures of clocks of all sizes and ask the children to choose an instrument to either make its chiming sound or its alarm sound.



Musical Activity 5

Musical content:

- The children will sing an action song.
- Learn an action song.
- Use symbols to organise vocal sounds.
- Use symbols to organise and combine vocal sounds.
- The children will perform a poem and add quiet and loud vocal sounds to it.
- They will add actions to a song.
- They will learn a new action song.
- They will play a pitch game.



Learning intentions:

- To sing a variety of songs and chants with enjoyment and enthusiasm.
- To relate sound to symbols.
- To organise vocal sounds.
- To experiment with the timbre and volume of vocal sounds.
- To respond to high and low sounds with movement.



Resources:

- Pigglety Pop by Carol Barrett.
- It's Time to Wake Up by Niki Davies.
- A blank score (see Activity 4 Preparation).
- High Low Dolly Pepper (A&C Black).
- Round and Round the Garden by Ian Beck and Sarah Williams.
- D, F and A chime bars.
- CD/Tape player.
- D E F G and A chime bars.



Preparation:

Listen to 'Rosie touch your tosie' (p.16 Pigglety Pop). As well as adding the actions suggested in the book, you might like to think of some more actions to help the children learn the other words.

Look at the preparation (Activity 4) for the 'Alarm Clock Song'. Listen to the song and choose the appropriate set of cards which you will use to symbolise the children's vocal sounds. Photocopy and laminate one set of cards.



Photocopy and enlarge a blank score.

Listen to 'Here are Grandma's spectacles' (p.23 Round and Round the Garden). The children will not be singing the song, simply adding the actions to it. Read 'When we go over to my Grandad's' (p.10 High Low Dolly Pepper) and look at the suggestions below as to how the poem could be performed.

Listen to 'Daddy's lost his spectacles' (p.27 It's time to wake up) and look at the suggestions for actions on page 29.



You will be playing a pitch game using D and A.



You will be playing a pitch game using D F and A



You will need the following chime bars so that your children can play, 'Daddy's looking high' and 'Daddy's looking low': D E F G and A.

You may prefer to use a glockenspiel or xylophone and just take off the bottom C and the other remaining notes at the top.

SHORT ACTIVITY 5:

5 mins

Listen to 'Rosie touch your toesie' and discuss which parts of the body Rosie, Charlie and Libby had to touch. Decide on some actions to show Mummy being busy, phoning Daddy or writing a letter and then sing each verse again.



5 mins

Listen to the chorus and first verse of the 'Alarm Clock Song'. Explain to the children that each member of the family in this song has an alarm clock which makes a different sound. Show them a card for each sound and tell them who's clock it is and what sound it makes. Ask the children to sing the chorus each time, to clap on 'wake up, wake up' and to pretend to rub their eyes on 'wakey, wakey, rub your eyes'. Sing the entire song with the children singing the chorus each time and you holding up the relevant card for each verse.

5 mins

Hold up each of the cards in turn and ask the children to make the correct sound with their voices.



Ask the children to lay the cards out in a different order on the floor and to make the correct vocal sound as you point to the cards in turn.



If time, lay the cards out like so:

... and divide the children into four groups. Two sounds will be made simultaneously.



Show the children your score/grid and ask them to help you to put one card on each row. Try performing each row separately and then, if time, divide the children into four groups and ask them to perform their lines simultaneously.

LONG ACTIVITY 5:

2 mins

Ask the children who goes to see their grandparents. Although some of their grandparents might be quite young, we often think of grandmas and granddads as being old and often falling asleep!



5 mins

Read the children Michael Rosen's poem, 'When we go over to my grandad's' and then ask them to make some quiet, sleepy sounds (yawning and stretching). Is snoring usually loud or quiet? Can they snore as you say 'While he's asleep he snores' but then stop as he wakes up. Choose a child to say 'Did I snore?' three times and then ask everyone to say 'No', at the correct time. Perform the poem with the quiet yawning sounds growing into loud snores, the solo and choral speaking.



3 mins



Listen to 'Grandma's spectacles' and explain that they are not going to sing the song, only add the actions. Show the children the actions and then try adding them to the song.

10 mins

Tell the children that in the next song Daddy's lost his spectacles! Ask the children to listen carefully to the song so they can hear what Granny and Mummy have lost.

Say the words of each verse in turn, adding the actions. Then sing the first verse, the first and second verses and the first, second and third verses. Now sing the entire song through.




8 mins

Tell the children that they are going to play a game using the chime bars.



Play the children a D and an A and ask them to show you which of those sounds is low and which is high, using their hands. (D is low and A is high). The children are going to search for Mummy's hat. If they hear a low sound they must pretend to look under the bed. If they hear a high sound they must reach up to a high shelf. Once the children have had a few goes at this, ask individuals to play the chime bars.



Play the same game as  but add an F chime bar sound. This will provide a middle note. If the children hear a low sound they must look under the bed. If they hear a middle sound they must look on a table that is as high as their tummy. If they hear a high sound, they must stretch up to look on a shelf.

Give individual children the opportunity to lead the game with the chime bars.



3 mins

Lay out the notes, D, E, F, G and A. Ask the children to sing the first two lines of the song and to follow the shape of these lines with their hands. Which line goes up and which comes down? (The first ascends and the second descends). Ask volunteers to pick out these two phrases on the chime bars/xylophone/glockenspiel.

2 mins

Reflection:

Can the children follow the notes D, F, A with their hands?

If you mix up the chime bars or play them in a different order can they still follow the shape with their hands?

Assessment:



Can the children relate sound to symbol?

Can they follow symbols in a sequence?

Can they follow symbols on a score?

Can they use their voices with control and imagination?



Can they respond to high and low sounds with movement?

Can they distinguish between high, middle and low sounds?

Music corner/table activity?



Send pairs of children to the table and ask one to play D or A and the other to respond by touching their toes when they hear a low sound and head when they hear a high sound.



Extend the activity above by adding an F. If the child hears a middle sound, she must touch her tummy.



Give pairs of children the opportunity to pick out, 'Daddy's looking high' and 'Daddy's looking low' on D, E, F, G, A.

Extension: Mix up the chime bars and ask the children to sort them back so that the sound goes up or down by step.



Musical Activity 6

Musical content:

- The children will sing an action song.
- They will play a pitch game.
- They will read a story and illustrate it with sounds.
- They will compose music for each of the characters in the story?

Learning intentions:

- To sing with enjoyment.
- To respond to high and low sounds with movement.
- To investigate the sounds of percussion instruments.
- To select pitched sounds to represent characters from a story.
- To play as part of a group.

Resources:

- It's Time to Wake Up by Niki Davies.
- D F and A chime bars.
- No Matter What by Debi Gliori.
- A variety of percussion instruments.
- Two xylophones and one glockenspiel or metallophone.
- Pictures of Small, Large, a grizzly bear, a bug, a crocodile and some stars. (see over).
- A graphic score.

Preparation:

Listen to 'Daddy's Lost his Spectacles' (p.27 It's Time to Wake Up) and look at the suggestions for actions on p.29.



You will be playing a pitch game using D and A



You will be playing a pitch game using D, F and A.



You will need the following chime bars so that your children can play, 'Daddy's looking high' and 'Daddy's looking low': D E F G and A.

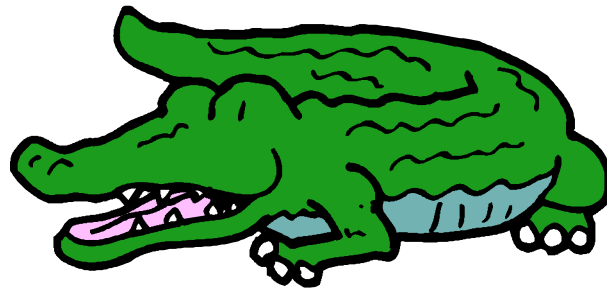
Read 'No matter what' by Debi Gliori.

The children are going to make up music for each of the characters; Small and Large, the grizzly bear, bug and crocodile. They are also going to make 'grim and dark'


sounds, shining and glowing starlight sounds and add sounds to toss, fling, squash, yell, scream, bang, crash, break, snap, bash and batter.

Think of five children who might like to make up music for the five characters in the story. They will be using tuned instruments.

- Small high chime bar or glockenspiel notes
- Large low chime bar or glockenspiel notes
- Grizzly bear low xylophone notes
- Bug high xylophone notes
- Crocodile low xylophone notes




GRIM
DARK




SMALL

TOSS, FLING,
SQUASH, YELL,
SCREAM, BANG,
CRASH, BREAK,
SNAP, BASH,
BATTER



LARGE


I'll always love you



SMALL




GRIZZLY BEAR




LARGE


I'll always love you



SMALL




BUG




LARGE


I'll always love you



SMALL



LARGE



CROCODILE

I'll always love you

SHINE
STARS
GLOW



I'll always love you
... no matter what

SHORT ACTIVITY 6:



12 mins

10 mins

8 mins

Introduce the song, 'Daddy's lost his spectacles' and tell the children Granny and Mummy have also lost something. Ask them to tell you what they have lost after listening to the song. Listen to the song, say the words of each verse in turn, adding the actions. Then sing the first verse, the first and second verses and the first, second and third verses. Finally, sing through the entire song.

3 mins



follow activity a)

5 mins



follow activity a) and b)

7 mins



follow activity a), b) and c)

a)

Tell the children that they are going to play a game using the chime bars. Play the children a D and an A and ask them to show you which of those sounds is low and which is high, using their hands. (D is low and A is high). The children are going to search for Mummy's hat. If they hear a low sound they must pretend to look under the bed, if they hear a high sound they must reach up to a high shelf. Once the children have had a few turns, ask individuals to play the chime bars.



b)

Add an F chime bar sound to the game. If they hear a middle sound they must look on a table that is as high as their tummy.

Give individual children the opportunity to lead the game with the chime bars.

c)

Lay out the notes D, E, F, G and A. Ask the children to sing the first two lines of the song and to follow the shape of these lines with their hands. Which line goes up and which line comes down? (The first ascends and the second descends). Ask volunteers to pick out these two phrases on the chime bars/xylophone/glockenspiel.

LONG ACTIVITY 6:

2 mins

Tell the children that you are going to read them a story. The reasons you have chosen it are that it is about one creature who cares for another, you think that some of the characters, feelings and words could be shown with sound and some of the creatures might need high music and some low.

5 mins

Read them, 'No matter what' and discuss what the story is about, what creatures are in the book and what other words or feelings might be shown by musical sound.

5 mins

Start by choosing five children to compose melodies for Small, Large, the grizzly bear, bug, crocodile. Ask the other children to help them decide whether they need low or high tunes.



Ask them how they might move (see 'preparation').

5 mins

Divide the remainder of the children into two groups and ask them to collect either grim/dark sounds or shining/glowing sounds. (You can either give the children free choice or make your own piles of instruments for them to choose from).

Now show the children the cards and practise playing all but the 'toss, fling squash' card. Explain that this card needs eleven sounds. You will say each word and point to it on the card at the same time. As you point they should all play one sound.



The children can just experiment with the notes and play anything they wish.



Encourage the children to make Large and Small's music the same but just to play Small's faster and on higher notes.

They might make the music for the grizzly bear slow and plodding.

The bugs music will be faster and flit about the next door notes.

The children might use 2 beaters on next-door notes to show the snapping of the crocodile's.

The remainder of the children will be divided between 'grim and dark' sounds (drums hit quietly or scratched, cymbals rubbed together, scrapers, maracas, vibraslap or chatterbox, claves rubbed together) and shining and glowing sounds (triangles, finger cymbals, Indian bells, bell trees).

All the children will play the 'noisy' words on the first pages. Some of the children might accompany the music for each character e.g:

Grizzly bear	- drums
Bug	- maracas
Crocodile	- claves and vibraslap

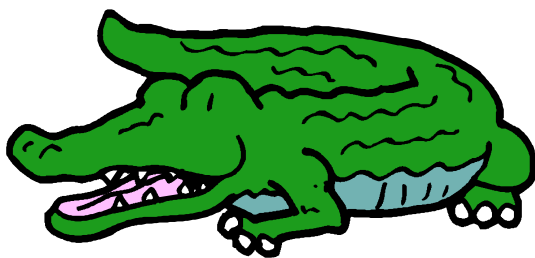
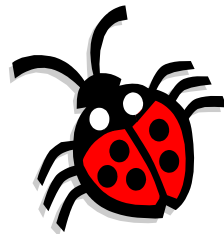
All the children will say 'I'll always love you no matter what' at the appropriate place and at the end of the story.

You will not be reading the story as they play, only holding up the picture cards. You will need two of each set; one to lay in front of each group of children and the other to hold up.



(You may wish to perform from the graphic score – see over)

GRIM
DARK




SHINE



GLOW

5 mins

Finally, practise the cards in order and say 'I'll always love you' after each 'Large' card. After the shining and glowing music, the children will say 'I'll always love ... no matter what'. Discuss whether they should say this loudly or quietly.

( At this point you may ask some of the percussionists to add their sounds to each of the character's music).

5 mins



Play through the entire piece again and record it.

Play through the entire piece again, pointing to the boxes/pictures on the graphic score.

(You may wish to try playing from the score a few times before you record it).

3 mins

Reflection:

Ask the children to return their instruments to the centre of the circle. Then ask them what their favourite musical sound was today? Was it one of the melodies that illustrated a character from the story or the grim/dark or shining/glowing sounds?

If you listen to the tape recording during another session, you might like to ask the children what they liked most about their musical story, whether they spoke their words clearly and what their favourite sound was.

Assessment:

Can the children respond to high and low sounds with movement?

Can they play with control as part of a group?

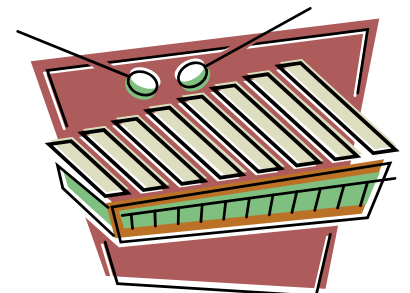
Can they use tuned sounds creatively?

Can they follow a musical narrative with concentration?

Can they follow symbols on a graphic score?

Music corner/table activity:

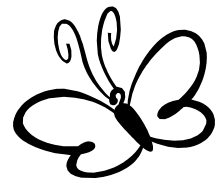
Lay the pictures of Large, Small, the grizzly bear, bug and crocodile on the table and place a xylophone next to them. Give pairs of children the opportunity to create their own patterns or melodies for each character.



Additional Activities

You might like to try the following musical activities.

- a. From 'Ride-a-cock-horse': Dance little baby (page 20).
Dance to your daddy: (page 22)
Clap, clap handies: (page 30)
Bye baby bunting: (page 40)
Lullaby: (page 42)
Sleep, baby, sleep: (page 47)
- b. From 'Everything's Growing' by Niki Davies: Grandad's Whiskers (page 6).
Daddy's in the Garden (page 16).
- c. Read 'Come on Daisy!' by Jane Simmons and compose melodies/sounds for Daisy, Mamma Duck, the fish, dragonflies, the frog, the big fish, the big bird and butterflies. Make the rustling sounds, louder as they come closer and use the phrase, 'Come on, Daisy' as a link between each.
- d. Read 'The Very Small' by Joyce Dunbar and compose melodies/sounds for Baby Bear, the Very Small, Mummy Bear and Daddy Bear. Make up sounds for the sleeping, eating, scratching and thinking corners and add swinging, sliding and see-saw sound effects.



Illustrate the bath scene with bubbling and splashing sounds and ask the children to all give a loud sneeze!

Use a tuned instrument (xylophone, glockenspiel, recorder or whistle) to show the very small flying through the air and add some sounds for the very small bear.

Link each of the melodies or episodes with the phrases 'I want my ...' and ask the children to whisper 'very small' at the end of the story.