

Week 6

Learning intentions: To sing confidently alone and in small groups

To move to changes in pitch

To identify changes in pitch

To play high, medium and low sounds

To represent these sounds with symbols

To play from symbols

Introductory activity (7mins)

Sing Hello to Barnaby and look at what he has in his backpack. He has an aeroplane, a rocket, a submarine and a car. Which of those flies up high, which travels on the ground and which travels beneath the ground?

Show the children the Jack-in-a-box notes (CEG) and ask them to sing back responses to the questions, 'Who has a jolly giraffe', who has a lazy lion, who has an eating elephant, who has a zippy zebra and who has a mad monkey'?

The questions maybe as follows:

Cee GG (who has the lion)

Gee CC

GeeGE

EggEE

CggCC

GccGG

Main activity (20mins)

Show the children Heidi and Lola and ask them to move to the song, 'See-saw'.

Can they move to the Jack in the box notes, 'Jump up tall' (CEG-) or 'Curl up small' (GEC-)?

Ask the children to play the notes C, E and G.

Now show them a graphic score with three lines. One has a picture of a submarine, the next has a picture of a car and then final one, picture of an aeroplane.

If we were to stick a sticker on one line it would tell us whether to play the high sound, middle sound or low sound. Only one sound can be played at one time.

Ask the children to help me fill in my score and then to play it for me.

If time, ask the children to make their own scores.

Plenary (3mins)

Give each child the opportunity to play his or her own score and ask the audience to show the different pitches by moving their hands from their knees to their tummies and to their heads.

Learning outcomes: Children can copy a sequence of high, medium and low pitches

Move to high and medium sounds

Recognise that these sounds can be notated with symbols

Read from a score

Make up their own sequences of high, medium and low sounds

Notate their sounds

Play from graphic scores

Vocal sounds: Siren / roller / log / flume / buzzy
beet / stab

Extension: Sing, See Saw with parachute.

Play scores.

Touch your shoulders / knees.

Play each-
others.

Raise your arms & drop them please

Touch your ankles, touch your toes.

Singing Sack

Pull your ears & touch your nose.

Ring a
Ring.

Week 6 (Reception)

Learning Intentions: Children learn
To sing confidently in small groups
To move to changes in pitch
About alliteration

Introductory activity (10mins)

Sing 'Hello Barnaby' and look at what he has in his backpack. He has an aeroplane, a submarine and a car.

Where do aeroplane fly? (High)

On what does a car drive? (Medium)

Where does a submarine travel? (Low)

Show the children the corresponding sounds (CEG to go with low, medium and high) and ask them to listen to a song about a Jack in a Box.

Can they jump up high when the sounds ascend (CEG)?

Can they curl up small when the sounds descend (GEC)?

(Try this with words)

Main activity (15mins)

Introduce the children to five animals in Barnaby's backpack (a snake, a crocodile, a giraffe, a zebra and a lion).

Ask the children what sound each begins with and then have fun with using that sounds to describe the animal (e.g. zippy zebra, jolly giraffe, lazy lion, silly snake, crazy crocodile) or just have fun by making up words that begin with the same sound (e.g. snoozy snake)

Now divide the class into five groups and ask one child from each group to volunteer to be in a small circle, around which the –puppets will be passed. Play the chime bars, C E G in a random order and ask the five volunteers to pass the puppets between them. When they stop make sure that each group knows what puppet their representative is holding. With eyes closed, ask, 'Who has the crocodile' (GEggE or CEggg) and listen to see which group will answer. Repeat with the other animals.

Remind the children of the song, 'See saw' and ask them to follow the shape of the melody by bending and straightening their knees.

Repeat this with half the class moving the parachute up and down whilst the other half move.

Now teach the children a new song from *Singing Games and Rhymes for Early Years*

Touch your shoulders; touch your knees (ggeeeggE)

Raise your arms and drop them please (ggeeeggE)

Touch your ankles; touch your toes (ggeeeggE)

Pull your ears and touch your nose (ggeeeggE)

Use the parachute to show the shape of the melody with half the class and ask the other half to perform the actions. Repeat these two songs with the other children holding the parachute.

Week 8

Learning Intentions: Children learn

- To sing high, middle and low pitches accurately
- To sing alone with confidence
- To move to ascending/descending phrases
- To link sound to symbol
- To play their own compositions
- To play the work of others

Introductory activity (10mins)

Sing 'Hello' to the children and remind them that they composed their own music last week.

Can anyone remember what sounds they used? (H/M/L)

How did they show these sounds/ (Head/tummy/knees)

Play a game of Jack in the box and then hide the sounds.

Ask volunteers to play sequences of H/M/L or L/M/H sounds

Main activity (20mins)

Show the children my score and ask them to sing it and to place their hands on their head/tummy/knees

Give the children the opportunity to play their scores whilst the other children place their hands on their heads/tummies/knees

Give some children the opportunity to play the work of other children

Now teach the children the song, 'Can you tell our notes apart?'

A beater will be passed around the ring as we sing the song. Whoever has it at the end will play the CEG bars in whatever order he or she wishes. The other children will repeat the sequence, with body actions.

Plenary (10mins)

Finish with a game of 'I have got the ball' but ask the children to think about the letter which starts the name of the child they will roll the ball to.

Which notes does this chant use? (It is Heidi and Lola's notes)

Learning Outcomes: Children can

- Sing confidently and accurately
- Move to ascending and descending phrases
- Create their own melodic phrases using H/M/L sounds
- Read and play from simple notation

Week 9

Learning Intentions: Children learn

To discriminate between short and long vocal and body sounds

To start and stop on a vocal or visual signal

To sing a new song

To add tuned and un-tuned sounds to it

To discuss their favourite sounds

To sing vocal responses

Introductory activity (15mins)

Sing 'Hello' to Barnaby and to all his friends

(seal/penguin/bear/whale/Santa/reindeer)

Which make short sounds?

Which make long sounds?

Play a game of 'Make your sound as short/long as mine' and ask children to lead it.

Bring out Charlie and Sidney and ask the children to play shake and stop for Sidney and clap and stop for Charlie.

Now ask them to make short sounds when Sidney appears and long sounds when Charlie appears.

Main activity (15mins)

Introduce the children to their song for the Lantern Festival.

One Little Lantern **burning** bright

Lights up the sky on a **wintry** night

Lantern Light is **so** much fun

We could do with **another** one

Ask half the class to add a gentle sound on the first beat of every bar with finger cymbals/Indian bells

Divide the other half of the class into two groups.

Give one group the notes FAC and the other, CEG

Ask them to follow my glove puppets and play when their puppet is held up.

Encourage the children playing the finger cymbals to sing the song as well as play.

Extension: Decide upon how many times the children are going to sing the song and divide the cymbal players into that number of groups. Each group will come in as the next lantern is lit, making the sound gradually get louder.

Plenary (10mins)

What was their favourite sound today and why?

Sing, 'Starlight, star bright' and pass a star around the circle.

Whoever has it at the end of the song sings a reply to my question, 'Phoebe, what's your wish?'

Learning Outcomes: Children can

Move a play with awareness of pulse and metre

Explore long and short sounds

Play with control

Maintain a simple part in small groups

Sing responses tunefully and confidently

Phonics 2 project

A Christmas Special!

Learning Intentions: Children learn

To move to a steady pulse

To sing back phrases

Two new songs

To add sounds and action to a song

To move to a changing pulse

Introductory activity (10mins)

If you want to....

Hello Barnaby. Barnaby has lots of Christmas friends with him today; a reindeer, a snowman, Santa, a penguin, a polar bear and an elf.

Ask the children to clap each word as they say it and then play, 'Pass the Xmas Puppet'.

The children will pass the puppets around the ring as I play tunes on CEG chime bars. When the music stops, I will sing, 'Who has the reindeer?' (GEEGE) and all the children music sing, '..... has the reindeer' (GGEEGE), adding the name of the child with the puppet.

Main activity (15mins)

Teach the children the following song, to the tune of Frere Jacques (I hear thunder).

I hear ringing x 2

Ding dang dong x 2

Christmas is a coming x 2

Sing this song x 2

What sounds should we use to accompany the song - maracas, woodblocks or bells?

Who can think of a word to describe the sound the bells make? (Ping, ching, ding, ring)

Use the bells to play a steady pulse and then to play the rhythm of the words of the song.

Now teach the children the following song to the tune, 'Wind the Bobbin Up'.

Round the Christmas tree x 2

Shake, shake, tap, tap, tap

Round we go again x 2

Shake, shake, tap, tap, tap

Point to the star on top of the tree

Point to the presents for you and me

Make your sounds/clap your hands together now

1, 2, 3

Now we'll dance around the tree

If time, add jingles to shake and bells to tap