

Plenary (5mins)

Show the children three of puppets and explain that they are in a chant which you would like them to move to.

1	2	3	4	1	2	3	4	
Big	-	Bear	-	Big	-	Bear	-	(What can you see?)
I	see a	rein	deer	trotting	by	me	-	

Rein deer rein deer what can you see? (I see a little elf running by me)

Little elf little elf what can you see? (I see some presents for you and me!)

Learning Outcomes: Children can

Copy sung phrases

Select sounds

Describe sounds

Play with control and awareness of pulse

Move to a changing pulse

Week 2 (Year 2)

Learning intentions: To sing a restricted number of notes confidently and tunefully
To find alliterative words to match the onset of their names
To use alliteration in a song
To learn a new chant
To find its pulse
To tap its rhythm
To move to a changing pulse

Introductory activity (15mins)

Sing, 'Hello Barnaby' (GeggE) and look at the objects he has in his backpack. (Socks, shoes, sunglasses, comb). Which is the odd one out?

Remind the children of the game, 'Hickety Tickety Bumble Bee' and ask them to think of word with the same initial sound as their name e.g. Darstardly Dillon, Shy Shambza, Fabulous Fletcher, Dancing Desni, Sensational Shameen and Sinister C.J.

Sing the call and response game, 'Who has a brother?' (GEAGE) and then repeat singing, 'Who has a bouncing brother, singing sister, dippy dog, cuddly cat, wearing silly socks, shiny shoes, likes finding footballs, patting pizzas, chewing chocolate?'

Main activity (12mins)

Ask the children if they can find alliterative words for carrot, sausage, book, Santa, strawberry, snake, ladybird, lion and penguin?

Introduce the children to the chant, 'Chop chop' and ask them to pretend to chop a piece of fruit or vegetable with one hand on the other palm. This will keep the *pulse*.

Now ask them to tap the *rhythm* of the words with two fingers in the palm of their hand.

Give out some wooden sounds to some children and ask them to keep the pulse.

Give out some shaker sounds and ask the other children to play the rhythm.

Swap over instruments and tasks.

Plenary (3mins)

Remind the children of the chant, 'Big bear' and ask them to move around the room to the different beats with the words and then without.

Learning outcomes: Children can copy a two-note phrase

Can recognise the phoneme at the beginning of a word

Can find words with the same onset

Can maintain a steady pulse in a small group

Can ply the rhythm of a chant with control

Can move to a changing beat

Week 4 (Yr 2)

Learning intentions: To introduce high and low sounds
To explore high and low vocal sounds
To follow hand signals
To sing a restricted number of pitches accurately and confidently
To identify peers by the initial sound of their name
To respond to change in pitch with movement
To play high, middle and low notes

Introductory activity (13mins)

Sing hello to Barnaby and look at the objects he has in his backpack. They all have a place low down on or under the ground or high up in the sky.

Explain that we are going to be exploring high and low sounds today.

Ask the children to follow my hand with their voices in order to be a roller coaster, a siren and to pretend they are going on a log flume with a yee ascending and a haa descending.

Remind them of the game, 'I have got the ball' and ask them to prepare the person who is going to receive the ball by telling everyone the first sound in their name.

Main activity (15mins)

Tell the children that we are going to use high, low and middle sounds to play a game. Revise the short song, 'Jack in a box' and ask them to jump out of their boxes when the notes ascend and crouch down when they descend. Now try this without words. Give every child the opportunity to play the three chime bars C E and G.

Now explain how to play the game, 'Can you tell our notes apart'. They will choose a card that will have a 'h', 'm' and 'l' in a variety of combinations e.g. 'h', 'h', 'l'.

They will need to show the other children their card and then play the correct chime bars in the correct order. The other children will sing, 'high, high, low'. Give each child a turn.

Plenary (2mins)

Show the children the high, middle and low notes with my hands in the air and ask the children to call out high, middle or low when I make the hand signs.

Learning outcomes: Children can use the full range of their voices
Sing two pitches accurately
Sound out the first sound of a variety of words
Respond to high, middle and low sounds with movement
Play high, middle and low sounds by looking at visual instructions

Week 5 (Year 2)

Learning intentions: To explore alliterative sounds
To sing a restricted number of notes accurately
To associate sounds with symbols
To follow symbols
To discriminate between high, medium and low pitches
To play with control
To follow visual signals
To listen attentively to the timbre of another person's voice

Introductory activity (10mins)

Sing hello to Barnaby and look at what he has in his backpack. He has fruit and vegetables, some which grow high on trees and some which grow deep in the ground.
Remind the children of the three Jack in a Box notes and use these to move up and down to.
Now use the same notes in a game of Pass the Puppet. The children must sing back the same tune that I sing. This time we will use three pitches. Now give the animals an alliterative description e.g. jumping giraffe, zippy zebra, lazy lion, eating elephant, mad monkey and repeat the game.

Main activity (15mins)

3) Remind the children of the chant, 'Big Bear'. We have used it to move to but now we are going to attach a pitch to each character. Which character would fit a high, medium or low note?
Show the children my paws score. On it they can see prints made by the big bear. These will be played on the note C. The prints made by the rabbit will be played on E and the prints made by the little mousey will be played on G. Ask volunteers to play each line and then try putting the lines together, starting with little mousey or rabbit.

Plenary (5mins)

4) Teach the children the song, 'We are singing' to the tune, 'I hear thunder'.
All: I hear singing, I hear singing
Hark, don't you, hark, don't you?
Tell me who is singing, tell me who is singing
Solo voice: Hello Joseph, hello Joseph
(The child in the centre has to identify the singer.
They can then reply with an alliteration e.g. Hello Jolly Joseph, hello Jolly Joseph.)

Learning outcomes: Children can respond to high, medium and low pitches with movement
They can match high, low and medium pitches with their voices
They can find alliterative words for the names used in our games
They can follow symbols
They can play with control and awareness of pitch
They can recognise the timbre of an individual voice

1) Rhyming: bear | hare | pear
watermelon | lemon
grape | ape
bode
pen.
2) Jack in the Box

Week 6 (Year 2)

Learning intentions: to sing high, middle and low notes accurately and confidently
To respond to h/m/l sounds with movement
To explore pitch vocally
To play h/m/l sounds in response to signals and symbols
To create their own sound score
To play from symbols

Introductory activity (10mins)

Sing hello to Barnaby and look at what he has in his backpack (an aeroplane which flies up high, a car which travels on the ground and a submarine which sail beneath the water).

They are going to use the high and middle notes to sing hello to Barnaby and to play Hickety Tickety Bumble Bee. (They must try to find an alliterative word for their name again today).

Now ask them to think about the *pitch* of the sounds they are making as they pretend to be alarm clocks, steam trains, cows, doorbells and sirens.

Main activity (15mins)

Revise the chant, 'Jack in the box' and ask the children to respond to 'Jump up tall' (CEG) and 'Curl up small' (GEC)

Give each child a set of chime bars (CEG) and ask them to play the correct one as I hold up the aeroplane, car and submarine.

Now play a sequence of sounds to each child and see if they can play it back.

Show the children my score and ask them to play it back to me.

Give each child their own score to fill in a fill each column in together to ensure that they do not place more than one sound in each.

Plenary (5mins)

Ask each child to play back their score and for the other children to mark the pitches by placing their hands on the knees, tummies or head.

Learning outcomes: The children

Sing high, medium and low pitches accurately alone and in small groups

Distinguish between h/m/l sounds

Respond to h/m/l sounds through movement

Copy sequences of h/m/l sounds

Create their own sequences of h/m/l sounds

Play them from simple scores

Year 2 (Focus: Rhyme)

Learning intentions: To encourage the auditory awareness of rhyme
To listen to words and sounds and compare them
To find sounds that have a similar timbre
To recognise the vocal timbre of individual voices

Introductory activity (10mins)

Sing, 'Hello Barnaby' and look at the objects in his backpack. He has a mouse, a house, a hen and a pen in his backpack. Can the children put them into two groups of rhyming objects?

Introduce Tommy Tattle Mouse

And teach the children the song: Little Tommy Tattle Mouse

Sits in his Little House

Someone's coming, wait and see

Someone's coming, yes it's me

Ask one child to be the mouse and sit in the centre of the circle with eyes closed

Ask another to sing the last three words alone.

The child in the middle has to guess who is singing.

Main activity (15mins)

Teach the children the following song by using call and response:

I hear ringing (repeat)

Ding dang dong (repeat)

Christmas is a-coming (repeat)

Sing this song (repeat)

Which words rhyme?

Which sounds from the trolley would be most appropriate-the shakers, tambours or triangles?

Use metal instruments to accompany the song- play its pulse and then try playing the rhythm of the words.

Can the children think of words to rhyme with ding (sing, ring, ching, ping)?

Can they think of words to rhyme with dang (bang, clang)?

Can they think of words to rhyme with dong (bong, long, song)?

Can they find instrumental sounds that ring, ping, ching, bang, clang, bong or that are long?

Plenary (5mins)

Barnaby has enjoyed working with them and has had fun finding sounds that start with the same sound as him (*can anyone remember an example?*), short and long sounds (*Can anyone make a short/long sound?*), high and low sounds (*Can anyone make one with their voices?*) Today we have looked at sounds that rhyme. *Can anyone find a word to rhyme with bear?*