

## Week 1 (Year 2)

**Learning intentions:** To sing a restricted number of notes tunefully  
To experiment with vocal sound qualities  
To internalise and find words within a structured poem  
To internalise and play sounds within a structure  
To internalise and create actions to a steady beat

### **Introductory activity (10mins)**

Sing Hello to Barnaby and look what he has in his back-pack (holiday items).  
Sing have you got your robot/angel/cross/excited/sleepy/pop star voice?  
The children sing back, 'Yes, I have' with the correct expression or intonation.  
Can you make your voice slide/bounce/like a puppy/yodel/hiss)

### **Main activity (15mins)**

Explain that we are going to make up a chain poem. When they hear a word they should say that word and then add a new word that in some way relates to the first.  
We are going to make up a holiday chain poem e.g. holiday sea-sea beach-beach crab-crab toe- toe flip-flops.  
Ask the children for their ideas but use the above if they need some help.

Lay out some percussion instruments.

Ask the first child to play a sound on one of the instruments. The second child has to repeat the first sound and then play another. The third child has to play the second sound and then add another and so on.

### **Plenary (5mins)**

Explain to the children that they have really been using their memories today in order to remember words and sounds.

Explain how to play Switch. The leader creates a pattern using some body percussion and the others follow. They do not copy the leader's new pattern until he or she shouts out, 'Switch'.

**Learning outcomes:** Children can copy a two-note phrase  
They can use their voices creatively and expressively  
They can remember sequences of words and sounds  
They can remember/internalise rhythmic patterns

## **Week 3 (Year 2)**

**Learning intentions:** To explore vocal sounds

To sing a sequence of sounds from memory

To explore syllabic patterns

To move to the rhythms of words

To revisit a chant and play its pulse and rhythm

To play a short ostinato pattern made up from the syllables of words in the chant

To identify how many syllables are in each object

To identify which object is in the pot by the number of syllables tapped out on an instrument

### **Introductory activity (10mins)**

Sing 'Hello' to Barnaby and look at what is in his backpack. Can they make and describe the sounds of the jungle animals.

Show the children the five jungle puppets and explain how to play 'Pass the Puppet'. The children pass the puppets around the circle as I play the bells. I then stop playing and the children answer questions that I ask e.g. who has the gir-affe (GeeGE). The child with the giraffe has to answer, 'I have the giraffe' (GeeGE). I have to guess who is singing.

### **Main activity (15mins)**

Remind the children of the chant 'Big Bear' and ask volunteers to move to the words, 'Big Bear', 'Rab-bit' and 'Lit-tle Mous-ey'. Ask them to move to those sounds and then to make up new creatures e.g. Fat Cat, Cobra, Creepy Crawlies.

Ask the children to move in the appropriate way to these new words.

Remind the children of the chant, 'Chop, chop' and ask them to 'chop' the beat with one hand in the palm of the other. Now ask them to tap the rhythm of the words with two fingers in the palm of their hand.

Are there any words that they particularly like or remember which we could play over and again? (e.g. Choppity chop). Play these on wooden instruments.

Now ask children to play the pattern that the names of the fruit and vegetables make that I choose to put in the pot. E.g. Grapes/Pear, Carrot/Sweetcorn, Cucumber/Aubergine, Cauliflower/Water Melon.

Choose one with one syllable, one with two, three and four syllables to put in the pot.

Can the children guess what is in the pot if I play the pattern of the words?

Ask the children to lead this game by choosing one piece of fruit/vegetable and playing its syllables.

### **Plenary (5mins)**

The children have been playing lots of patterns or *rhythms* today. Now they are going to make up their own and play them on the instruments.

Teach the children the song, 'This is how the music girl makes a special sound'. After each phrase one child should play a four beat phrase on their instrument and the other should copy.

**Learning outcomes:** Children can listen and copy sung phrases

Move to and recognise rhythmic patterns

Make up their own rhythmic phrases

### Week 3

**Learning intentions:** To introduce long and short sounds  
To make long and short sounds vocally  
To make sounds according to visual stimuli  
To explore long and short instrumental sounds  
To create patterns of long and short sounds

#### **Introductory activity (10mins)**

Sing 'Hello' to Barnaby and look at what is in his backpack. Can they make the sounds of the zoo animals? Can they say whether the sounds are long or short?  
Sing the song, 'Make your sound as long as mine' and ask each child to make a long sound. Now try the game with short sounds.

#### **Main activity (15mins)**

Introduce Charlie crocodile and Sidney snake. Charlie likes short sounds and Sidney likes long sounds. Ask the children to make long or short vocal sounds when the appropriate puppet is held up. (Use some phonetical sounds as examples e.g. 'b' and 'p' for short sounds and 's' and 'l' for long).  
Now ask them to repeat this with body sounds.  
Ask the children to choose an instrument and to tell the group if it makes a long or short sound. (Give out examples of that sound around the circle each time, when trying this with a whole class, to save time). They should play their sound when the appropriate puppet is held up.  
Now ask them if they can change their sound to match both puppets. E.g. tap a tambourine to make it short and shake it to make it long/scrape or tap or tap some claves together/let a triangle ring or hold it tight.  
Talk about the sounds and how they changed them.

#### **Plenary (5mins)**

Teach the children the song, 'Ickle Ockle' and ask pairs to make up patterns of long and short sounds e.g. clap and stroke or cluck and shh.

**Learning outcomes:** Children can copy and create long and short vocal sounds  
Copy and create long and short body sounds  
Follow visual instructions  
Change and explore instrumental sounds  
Work in pairs in order to create patterns of long and short sounds