**The Long and the Short of It**

**Ideas for Loughton Manor Infant School: Yr 1**

**Lesson 1 (30mins)**

**Learning Intentions:** Children learn

To explore long and short body/vocal sounds

To copy sounds

To create sounds

To create sequences of sounds

To distinguish between long and short recorded sounds

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and ask them to copy sounds I make when I sing, ‘Children can you do this?’

Explain that the sounds I have made are either short or long.

Introduce them to Charlie Crocodile and Sidney Snake.

Charlie likes short sounds like ‘SNAP’ and Sidney likes long sounds like ‘SSSS’.

*Can they children think of any sounds to make when I hold each of the puppets up?*

**Main activity (17mins)**

Play the game, ‘Some sounds are short’ and ask volunteers to make up sounds for the other children to copy.

Ask the children what sounds having been heard outside in the past week?

*Can they make the sound of a Catherine Wheel, a sparkler and a rocket as when I light the match?*

Show the children the cards I have made. They have three words on them; ‘Whoosh’, “Sizzle’ and ‘Pop’.

*Which of those words are short/long?*

In groups of three the children will need to arrange the cards into an order that they all like and say the words through three times.

**Plenary (3mins)**

Today they have used their voices to make short and long sounds. When they hear fireworks going off outside this evening, can they try to copy the sound they make?

**Learning Outcomes:** Children can

Copy and create long and short sounds

Distinguish between the two

Select and organise sounds

Work co-operatively within a small group

**Lesson 2 (30mins)**

**Learning Intentions:** Children learn

To identify long and short sounds

To learn a new song

To illustrate movement with sound

**Introductory activity (15mins)**

Sing, ‘Hello children’ (GEGE) and revise some of the firework sounds they made with their voices

E.g. Catherine Wheels/rockets/ Roman candles/ sparklers

Listen to the firework sounds on track 13 (Music Express) and try to match them to the pictures

**Main activity (15mins)**

Listen to the song, It’s Bonfire Night’ (track 15) and make the sounds suggested

*Are the sounds long or short?*

Now remember the three words they used last time- whoosh, pop and sizzle

*Which is the shortest sound?*

*Which is the longest sound?*

*Which sound has two syllables?*

Look at some of the sounds on the carpet

* Woodblocks, castanets and drums
* Maracas, guiros and clatterpillars
* Rain sticks, jingles and tambourines

*Which sounds might best fit which word?*

Hand out the sounds (one from each pile) and ask the children to organise them into a sequence of three sounds, just as they did with the words last week.

**Plenary (5mins)**

Listen to each group and ask the children which sequence of sound they liked best

**Learning Outcomes:** Children can

Explore long and short vocal sounds

Link sound to symbol

Discriminate between long and short sounds

Organise sounds into sequences

**Lesson 3 (30mins)**

**Learning Intentions:** Children learn

To discriminate between long and short sounds

To explore long and short body/vocal sounds

To select long/short instrumental sounds

**Introductory activity (10mins)**

Play a game of ‘Clap hands, follow me’ (Tune: Skip to my Lou)

Clap hands follow me,

Clap hands follow me

Clap hands follow me

Who will be leader next time?

Ask volunteers to find short sounds for the class to copy e.g. tap knees, click your fingers or stamp your feet

Now ask volunteers to find long sounds e.g. rub your hands, rub your knees or slide your feet

**Main activity (15mins)**

Listen to track 16 and learn the song, ‘Fade or Float?’

Ask the children which sounds Charlie crocodile or Sidney Snake would like best.

Play the game Fade or Float? But vary it so that the child with the beater asks the four children nearest to him or her to choose either a long sound or a short sound.

Repeat this until all the children in the circle have a sound.

Ask the children to play their sound one at a time.

They must only play their sound when the previous sound has stopped.

This may be straight away if the sound is short like a maraca or tambour or maybe very long if the sound is an Indian bell or triangle.

**Plenary (5mins)**

As they put the sounds away, ask the children which was the longest/shortest sound they heard or played today?

*What do all the long sounds have in common? (They are all made of metal)*

**Learning Outcomes:** Children can

Select long and short sounds

Listen carefully to the duration of sound

Describe why some sounds vibrate for a longer time

**Lesson 4 (30mins)**

**Learning Intentions:** Children learn

A new chant

To perform body actions to a rhyme

To listen attentively

To find ways of making short and long instrumental sounds

**Introductory activity (15mins)**

Sing, ‘Hello’ and ask the children to listen ot the chant, ‘Mahachagogo’

Ask them to say the words, “Mmmm’, ‘Aaaah, “oooh’, Lah, lah lah’ in different voices.

*What can they tell us about most of those sounds (they were long)?*

Listen to the rhyme ‘Bubble’ and add the finger play

Explain to the children that sometimes one instrument can pay a long sound and then a short.

Ask a volunteer to show the bubble floating with a long sound on the triangle and then make it pop with a short sound

*What did they have to do in order to change the sound?*

**Main activity (10mins)**

Give out a selection of triangles, Indian bells, tambourines, tambours, maracas, jingles and chime bars. Ask children to find ways of making short and long sounds using them.

Ask volunteers to demonstrate and then ask the children to play their long sounds when they see Sidney Snake and change them to short sounds when they see Charlie Crocodile.

**Plenary (5mins)**

Pack away the instruments and listen to ‘Ho! Jack Frost’. (Track 18)

*How might they say those words?*

**Learning Outcomes:** Children can

Explore their voices

Identify long and short vocal and instrumental sounds

Change the sound of their instrument in response to a puppet

Understand the techniques they have used

**Lesson 5 (30mins)**

**Learning Intentions:** Children learn

To explore vocal sounds

To move to a steady beat

To select long and short sounds

To move to those sounds

**Introductory activity (10mins)**

Sing, ‘Hello children’ and pass along sound around the circle such as ‘whoosh’ or ‘sluuussh’.

Now pass a short sound such a ‘plip’ or ‘crrrkk’.

These sounds remind me of the ice when it is hard and when it begins to melt

Listen to the chant, ‘Freeze-Jack Frost’ from ‘Seasons: Songs for 4-7 year olds’

Teach the children how to say the words, ‘Shake your body from your top to your toes; nod your head and wiggle your nose’.

Ask them to make those actions when they hear those words.

Now tell them that they will hear a voice calling out different phrases about winter. Each time, they must reply with the words, ‘ Keep your body moving’ until they hear the word, ‘Freeze!’

Ask the children to stand and perform the chant together.

***Assess: Can the children move to a steady pulse?***

**Main activity (15mins)**

*What did Jack Frost do in the chant and what happened to the ice?*

*What sounds might they choose to show the ice when it is very hard and starts to crack?*

*Will they be short or long sounds?*

*How will the sounds change when the ice begins to melt?*

Last time they found out that it was possible to change the sound of the instrument they were playing to be longer or shorter

Ask the children to use their hands to show the snow falling, the ice forming and then melting e.g. tapping fingers in the palm of their hand, then clapping or clicking and then rubbing.

Now ask them to choose instruments from the boxes. They will choose from hand bells, Indian bells, finger cymbals, tambourines, jingles and triangles

Ask the children to react to the phrases; ‘snow falling, freeze, ice melting’ with their sounds

***Assess: Can play with control***

***Can select and change the sound of their instrument***

**Plenary (5mins)**

Pack away the sounds and ask who found it easy to change the sound of their instrument from short to long or long to short?

**Learning Outcomes:** Children can

React to spoken word in order to move and play

Select and control sounds that are long or short

Play with control and awareness of effect

**Lesson 6 (30mins) ‘A Christmas Special!’**

**Learning Intentions:** Children learn

To sing back phrases

About tempo (speed)

About rhythm

About rhyme

About timbre

**Introductory activity (10mins)**

Sing, ‘Hello children’ and look at various winter toys

(E.g. an elf, a penguin, a reindeer, Santa, a Polar Bear)

*Which sounds are long and which are short? (The penguin and Polar bear make long sounds and Santa and the reindeer make quite short sounds with their feet)*

Play a game of ‘Big Bear’ using a Polar Bear, a reindeer and an elf

1 2 3 4 1 2 3 4

Big - Bear - Big - Bear -

What can you - see - - -?

I see a rein- deer trotting by me -

**Assess: ‘Can move to a steady pulse’**

Reindeer, reindeer, what can you see? I see a little elf running by me

Little Elf, Little Elf, what can you see? I see a hole in the ground. Can’t catch me!

1 2 3 4

Big - Bear -

Rein deer Rein- deer

Little Elf Little Elf

**Main activity (15mins)**

Teach the children the following song, using call and response and the tune, ‘Frere Jacques’

I hear ringing (repeat)

Ding Dang Dong (repeat)

Christmas is a-coming (repeat)

Sing this song (repeat)

*Which words rhyme?*

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

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

**Assess: ‘Can play with control’ and ‘Can pay the rhythmic pattern of words’**

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

*Can the children 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)**

They have explored lots of sounds today-some have been made by instruments and others by themselves.

*Were they mostly long or short? (Long)*

**Learning Outcomes:** Children can

Identify/discriminate between long and short sounds

Move to a steady pulse

Play with control

Play rhythmic patterns

Explore long vocal sounds

Talk about the sounds they have selected

**Assessment: Year 1 ‘ The Long and the Short of It’**

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| **Name...................**  **Date** | Can move to a steady pulse | Can play with control | Can select and change the sound of their instrument (duration) | Can play the rhythmic pattern of words |
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**The Long and the Short of It (Additions to Music Express)**

**Ideas for Loughton Manor First School: Year 2**

**Lesson 1(30mins)**

**Learning Intentions:** Children learn

To explore long and short body/vocal sounds

To follow puppets and symbols

A new song

To identify long and short sounds in a song

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE)

Show the children Charlie Crocodile and Sidney Snake and ask if they remember what sounds each likes (Charlie likes short sounds and Sidney likes long sounds).

Play a game of, ‘Make you sounds as long/short as mine’ Tune: Muffin Man

When the children have copied some sounds, ask volunteers to make their own short or long sounds

Now ask the children t make those sounds when they see Charlie or Sidney held up

**Main activity (17mins)**

Follow the activities in Music Express

* Dippidu song (accompany the first sections with short sounds and the second with long sounds (body)
* Some sounds are short (use the cards and vocal/body sounds
* Listen to ‘Jackass wid him long tail’ and find the longest part of the line ‘Long tail’

**Plenary (3mins)**

Talk to the children about the sounds they have made today and ask them to listen out for sounds in the environment outside or inside their school, which might be long or short.

Sing, ‘Goodbye children’

**Learning Outcomes:** Children can

Copy sung phrases

Understand the difference between long and short sounds

Create their won long and short sounds

Respond to puppets and symbols

Make actions in time to a steady beat

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

To add actions to a song

About long and short instrumental sounds

To listen attentively

To select long/short sounds

To organise their sounds

To use symbols to notate their choices

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and revise the song, ‘Dippidu’. Add long sounds to the first section and short sounds to the second.

Revise long and short sounds and ask the children to make appropriate body/vocal sounds when Charlie crocodile is held up (short) and Sidney Snake (long)

**Main activity (12mins)**

Give out a selection of instruments around the ring and ask the children to look at them and to think about the duration of sound that they might make.

They should only play their sound when the previous sound has disappeared.

*Who had to wait the longest?*

*Who did not have to wait at all?*

Remind the children of the two symbols they followed last week; one for short and one for long sounds.

They should work in groups of four with a white board to make up a series of four sounds. Two should be long and two short.

Listen to as many groups as possible as they play their work.

**Assess: Can use symbols (L2)**

**Plenary (8mins)**

Remind the children of song, Jackass wid him long tail’ and ask the children with the long sounds to play on the word, ‘Long’ and children with short sounds to play on the word, ‘tail’.

Pack the instruments away and sing, ‘Goodbye children’ in a very long, sustained way and then with very clipped, short sounds.

**Learning Outcomes:** Children can

Feel a changing pulse

Discriminate between long/short sounds

Work co-operatively in groups

Notate their ideas

Perform their work

**The Long and the Short of It: Assessment (Yr 2)**

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| Name of child | Performance  Can pay simple patterns and accompaniments L2 | Composition  Can organise ideas into a beginning, middle and end L2 | Appraising  Can improve work  L2 | Listening  Can use symbols L2  Can describe how sounds are made and changed L1 |
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**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About short sounds

About pulse and rhythm

To add sounds to a song

To play rhythmic patterns

To play independent parts in two groups

**Introductory activity (10mins)**

Sing, ‘Hello children’ in different voices (happy, sad, sleepy and grumpy).

*Which sounds are long and which are short?*

Pass a short vocal sound around the ring

Pass a long vocal sound around the ring

Pass a long vocal sound one way around the ring and a short vocal sound the other way.

Sing, ‘Dippidu’ and add long and short sounds to the relevant sections.

*What were we keeping? (A steady pulse)*

**Main activity (15mins)**

Sing some familiar songs e.g. Horsey, horsey and Hickory Dickory Dock and ask the children to suggest whether they should be accompanied by short or long sounds.

Use claves, castanets and woodblocks to accompany both songs, but place one set of instruments on one side of the room i.e. Castanets and claves and one on the other, i.e. Woodblocks.

Listen to Tingo Layo and sing the song together.

Follow the activities in Music Express and add a ‘clip clop’ pulse.

Make sure the children understand that they are adding the ***pulse***

Now look at the ***rhythm*** of some of the lines and ask volunteers to clap them.

Ask one side of the room to play the pulse and then ask the other group of children to add the rhythm of one of the lines

Swap tasks and repeat with new lines

**Plenary (5mins)**

Pack the instruments away and then ask the children to say the words of the title of the song in their heads.

*Which is the longest sound in the title? (Lay)*

Ask the children to clap; ‘Tin-ga’ to show the long ‘Lay’ in the air with their hands and then to clap the ‘o’.

**Learning Outcomes:** Children can

Maintain a steady pulse

Play with control

Distinguish between pulse and rhythm

Maintain an independent part within a large group

**Lesson 4: 30mins**

**Learning Intentions:** Children learn

About rhythm and pulse

To play rhythmic patterns

To play in two groups

To identify short and long sounds

A new clapping game

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and pass a short sound around the circle. Pass a long sound around the circle the other way.

Sing, ‘Dippidu’ and add a pulse using body percussion.

Now ask the children to short clapping or tapping sounds to mark the rhythm of the words.

Divide the children into two groups and ask one group to tap the pulse on their knees whilst the other claps the rhythm of the words.

Swap tasks.

**Main activity (15mins)**

Listen to ‘Tingo Layo’ and learn both verses. Show the long ’Lay’ sound in the air and then clap on ‘o’.

Try playing the rhythm of each line on shakers and then add the clip clops on woodblocks and claves.

Swap tasks.

Listen to ‘Mi Caballo blanco’ and follow the activity in Music Express.

If time, use the ‘come little donkey come’ in a game of ‘Don’t clap this one back’.

The children should fold their arms when they hear the rhythm of the title and make ‘clip clop’ sounds and actions when they hear the rhythm, ‘Come little donkey come’.

**Plenary (5mins)**

Pack the instruments away and talk to them about the sounds they have used today.

Ask the children which of the following is a rhythm and which is the pulse

* Clip clop clip clop
* Come little donkey come

Sing ‘Goodbye children’.

**Learning Outcomes:** Children can

Listen attentively

Discriminate between pulse and rhythm

Play with control

Maintain a part in a large group

Copy and internalise rhythmic patterns

**Lesson 5: 30mins**

**Learning Intentions:** Children learn

About pulse and rhythm

About pace, dynamics and duration

About ostinati patterns

To play in two groups

About character in music

**Introductory activity (10mins)**

Sing, ‘Hello children’ at three different tempi (speeds)- slow, medium and fast – and ask the children how I changed my singing

Sing the knee-jogger, ‘This is the way the lady rides’ and tap knees for each verse.

This is the way the lady rides (medium speed/trippety trot)

This is the way the gentleman rides (fast speed/gallop gallop)

This is the way the farmer rides (slow speed/hobbled hoy)

**Main activity (15mins)**

Read the book, ‘Giddy-up! Let’s ride!’ by Flora McDonnell and ask the children to clap the rhythm of each character.

Which is the loudest character? (Drummer/Knight)

Which is the quietest character? (The princess/the goat –herd)

Which might be the fastest character (show jumper/jockey)

Which is the slowest character? (The nomad/the rajah)

Which character might have the shortest sounds? (The clown/the show jumper)

Which character might have the longest sounds? (The cow-girl/the rajah/the fairy)

The musical elements of speed (pace), volume (dynamics) and the length of the notes (duration) helps to shape a character

Ask some children to tap the pulse, ‘Clip clop’ on their knees and then to play it on coconut shells and on the C and G chime bars/xylophone

Ask another group to clap the rhythm, ‘Giddy up, giddy up, go for a ride’ and then to play this on shakers.

Swap over groups.

**Plenary (5mins)**

Pack away and ask the children which character from the book was their favourite and why.

**Learning Outcomes:** Children can

Identify changes in speed, volume and duration

Copy rhythmic patterns

Play with a sense of pulse

Maintain an independent part within two large groups

Link the musical elements to character and mood

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

To listen attentively

To move to a steady pulse

To select instruments according to their timbre

To change sounds (long and short)

To play rhythmic phrases over a steady pulse

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and pass a short sound around the circle.

Pass a long sound the other way. Now pass both sounds simultaneously.

Sing the welcome song, ‘Dippidu’ and ask the children to keep time to the beat with a short sound.

***Assess: Can move to a steady pulse***

**Main activity (15mins)**

Remind the children of the story, ‘Giddy Up, Let’s ride’ and look at 6 of the characters

1. The nomad on the camel (drums)
2. The knight on the horse (triangles held tightly or agogo bells)
3. The rajah on the elephant (tambourines)
4. The princess on the horse (jingles and Indian bells)
5. The fairy on the unicorn (rain sticks and maracas)
6. The goat herd and the goat (claves and castanets)

Ask the children to say the rhythm of each phrase at the bottom of the page for these six characters and to decide whether they need long or short sounds.

*What other elements might they be considering today? (The timbre or colour of the sound. E.g. the knight’s armour is made of metal so it may need to be illustrated by a metal sound.)*

Divide the children into six groups of 5 children and ask each group to select sounds for their characters (Suggestions in brackets)

Ask each group to play their rhythmic phrase on their instruments.

***Assess: Can play the rhythmic pattern of words***

If time, ask the children in groups 1,3 and 6 to play the pulse, ‘clip clop’ and the children in groups 2, 4 and 5 to play the rhythm, ‘Giddy Up, giddy up, go for a ride’.

**Plenary (5mins)**

Before they put their instruments away, ask each group in turn to demonstrate how they can make their long sounds short and their short sounds long.

***Assess: Can change the sound of their instrument***

**Learning Outcomes:** Children can

Maintain a steady beat using fine and gross motor skills

Play with control

Play the rhythm of words and phrases

Work as part of a group

Talk about the timbre and duration of different sounds

**The Long and the Short of it Year 2**

**Assessment**

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| **Name of child** | **Can Sing soh-mi-la responses** | **Can explore duration**  **(Week 1&2)** | **Can play from symbols**  **(Week 2)** | **Can explore sounds (Weeks 2&3)** | **Can respond to pictures with sounds**  **(Week 5)** | **Can express likes and dislikes**  **(Week 6)** |
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