KS1 Project – Toys

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| Week | Learning Intentions | Activities |
| 1 | To understand what is meant by a steady beat or pulse.To be able to move to the beat.To play percussion instruments to the beat. | Intro; I’ve Got the Racing Car.Main; My Name is Pinocchio. Sing, do actions, play percussion instruments.Plenary; Revise steady pulse in actions. |
| 2 | To be able to control a steady pulse.To play with varying dynamics.To know that soft is not the same as slow; loud not the same as fast. | Intro; My Name is Pinocchio.Main; Three Tapping Teddies. Join in words, add softer dynamics for baby bear; louder dynamics for Daddy bear. Pitch – saying phrases in the voices of the three bears.Plenary; Revise Three Tapping Teddies.  |
| 3 | To be able to combine more than 1 rhythm.To explore vocal timbres.To listen carefully and recognise sounds.  | Intro; Whizz, Switch On. See notes.Main; I’m Walking Like a Robot. See notes.Robot Robot Where’s Your Phone.Have you brought your robot voice?Plenary; To revise favourite vocal timbres. |
| 4 | To combine rhythm and pitch.To begin to have an awareness of pitch. | Intro; I’m Walking Like a Robot.Main; Jack in the Box. See activities below.Revise favourite activities from last week.Plenary; Revise terms rhythm and pitch. |
| 5 | To be able to sing ascending and descending pitches.To be able to play pitched patterns accurately. | Intro; Revise high and low pitch by saying phrases using baby, mummy and daddy bear voices.Main; Little Mousie Brown. See notes below.Plenary; Revise length of chime bars and pitch of note. |
| 6 | To be able to play a creative, pictorial score.To choose appropriate sounds for given symbols.To take turns to play at the appropriate time. | Intro; Pictures of toys. See notes below.Main; The Toy Shop score. A journey round a large toy shop (ie footprints), where the toys above are found. Discuss timbres, musical opposites, play.Plenary; Evaluate the pictorial score performance. Revise musical terms used during this unit. |

Nicola Rose, Milton Keynes Music Service.

Notes for MKMS teacher.

Week 1.

Using the toy car sing on alternate notes G and E;

I’ve got the little car,

Can you tell me who you are,

My name is …

Pass the car around the circle singing each child’s name in turn.

My Name is Pinocchio – **Music Express year 1** or Music Express KS1 songbook.

* Sing the first half of the song to the children asking them to tell you afterwards which sort of a show he is in (puppet show).
* Sing the first half again, asking the children to join in the actions.
* Sing the second half of the song to the children asking them to join in moving one arm, in time to the beat.
* Sing the song all the way through.

Repeat the above for the second and third verses (nod head; tap feet).

When you are sure that the children are able to move in time to the beat, add untuned percussion instruments to the second half of each verse. You may like to use different instruments for the arm, head and feet.

Week 2.

Resources

Three teddy bears – different sizes.

**Three Tapping Tedies by Kaye Umansky,** published by A & C Black. Pages 18 – 21.

Photocopies of the footsteps on page 21.

Untuned percussion instruments for the bears’ footsteps.

* Ask them to repeat the line, ‘Tap, tap, tap, tap, tiny tapping teddy’, and similar lines.
* Ask them to walk on the spot to the beat.
* Use voices for each of the three bears – soft for baby, medium for mummy, loud for daddy.
* Perform the rap in its entirety keeping the beat with your feet and varying the dynamics of your voice.

Week 3.

Robot chant

1 2 3 4

Whizz………………………………………..

Switch on

Hel- lo children

I’m Walking Like a Robot. **Bobby Shaftoe Clap Your Hands,** by Sue Nicholls, published by A & C Black. No 6.

Robot Robot

Robot, robot, where’s your phone? GGEEGGE group

Someone took it from my home. GGEEGGE robot

Who took your phone? GeaGE group

I took that phone. GeaGE 1 selected child

Robot voices

Have your brought your speaking voice? Yes we have, yes we have.

Have you brought your robot/queen/little pig/sleepy voice? Etc.

Week 4.

I’m Walking Like a Robot. Bobby Shaftoe Clap Your Hands, by Sue Nicholls, published by A & C Black. N0 6.

Sing the song Jack in the Box to the children, asking them to tell you what Jack does in the song;

Jack in the box, Jack in the box, jump up tall,

C C C C C C C C C E G

Jack in the box, Jack in the box, curl up small.

G G G G G G G G G E C

When you are sure enough children are confident, try the pulse group with tuned percussion instruments. They should play a C on ‘Jack’ ‘Jack’ ‘jump’ and a G on ‘tall’. Then a G on ‘Jack’ ‘Jack’ ‘curl’ and a C on ‘small’.

Week 5.

Who’s been sitting in my chair; Who’s been eating my porridge? Say relevant phrases using baby, mummy and daddy bear voices.

Relate size of bears to pitch of voices and pitch of chime bars; big bears and big bars have low voices. Small bears and small bars have high voices.

Up the tall white candlestick went little Mousie Brown,

C C C C D D D D E E E E F

She gently blew it out (puff) and then ran quickly down……..

F G G G G A A B B B B CBAGFEDC

Ask the children to indicate the relative pitches of the notes using their hands; as the voice goes up in pitch, the hand moves up. Do they notice it is like moving up a ladder? Demonstrate going up the ladder by putting a xylophone on its side, so the bars are horizontal. Play the children the pulse of the tune on the appropriate bar. You will play C on ‘up’, D on ‘can’, E on ‘lit..’, F on ‘Brow…’ etc.

Pass pitched percussion instruments around the circle, perhaps to every third child. Ask them to sing and play, passing on the instruments until everyone has had a turn.

Week 6.

Pictures of toys and ways their music should be played;

Pinocchio – steady beat.

Baby bear – high pitch. Mummy bear – middle pitch. Daddy bear – low pitch.

Robot – steady beat.

Jack in the Box – low pitch then high pitch.

Little Mousie Brown – pitch that goes up gradually then goes down gradually.

Musical Opposites – high and low; long and short; fast and slow; loud and quiet.

You need the individual pictures of the above and then the same pictures in a pictorial score with footprints, to represent walking, going between each. See below.

Infant Project Toys – assessment

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| Name | To be able to move in time to a steady pulse. | To be able to indicate higher and lower pitches.  | Comment |
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1 = can do this consistently accurately

2 = can do this with some accuracy

3 = needs support to achieve this

Use musical words to describe the toys.

Quiet or loud; high pitch or low pitch; fast or slow; long sounds or short sounds; in time with the beat.

   





 



    Play the sound effects and footsteps as you walk around the toy shop.

   