Infant Project – Ourselves

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| Week | Learning Objectives | Activities | Resources /  Assessment |
| 1 | To know what a steady pulse is  To begin to sing the ‘cuckoo interval’  To begin to sing in tune. | Intro T models moving in time to a steady pulse using a variety of body movements. Ch copy.  Main Using the cuckoo interval, T sings and ch respond. Eg ‘Hello children’ ‘Hello Mrs Rose’ etc. Sing to different groups (blue group; everyone wearing jumper; long hair; etc)  Begin to teach the song What Can You See by rote. T sings a line; ch echo. T sing the whole song pretending to miss out words, ch put them in. Do first two verses only. Add actions as suggested by the words.  Plenary Revise vocabulary of beat. Sing goodbyes as hellos. | Me, Songs for 4-7 year olds, no 9.  CD track 9. |
| 2 | To know what a steady pulse is  To be able to sing the cuckoo interval  To begin to sing in tune | Intro T models moving in time to a steady pulse using a variety of body movements, both sitting and standing.Ch copy.  Main Using the cuckoo interval, T sings and ch respond. Eg ‘Hello children’ ‘Hello Mrs Rose’ etc. Sing to different groups (blue group; everyone wearing jumper; long hair; etc)  Continue to teach the song What Can You See by rote. T sings a line; ch echo. T sing the whole song pretending to miss out words, ch put them in. Do next 3 verses. Add actions as suggested by the words.  Plenary Revise vocabulary of beat. Sing goodbyes as hellos. | Me, Songs for 4-7 year olds, no 9.  CD track 9. |
| 3 | To be able to keep a steady pulse  To sing the cuckoo interval  To be able to play instruments at appropriate times | Intro T models the actions used in the poem ‘Hello to you’ to rehearse actions needed next time. See below.  Main Using the cuckoo interval, T sings and ch respond. Eg ‘Hello children’ ‘Hello Mrs Rose’ etc. Sing to different groups (blue group; everyone wearing jumper; long hair; etc)  Revise the song What Can You See by rote. T sings a line; ch echo. T sing the whole song pretending to miss out words, ch put them in. Sing all 5 verses. Add actions as suggested by the words. Add instruments as suggested by verses. Own choice or examples -  Waves on sea – maracas; seagulls – guiros (scrapers); salt – castanets; stones – woodblocks; ice-cream – chime bars sliding sounds.  Plenary Revise vocabulary of beat. Revise names of instruments. | Maracas, guiros (scrapers), castanets, woodblocks, chime bars or similar.  Assessment – X is able play percussion instruments appropriately. |
| 4 | To be able to keep a steady pulse  To be able to sing soh and me using handsigns  To start a new song | Intro T models the words and actions to ‘Hello to you’ (each line several times) and ch copy  Main T models the handsigns for soh and me. See below. T sing soh and me combinations. Ch copy. To begin to learn Bones song. T sing a line; ch copy. T sing song and ch put in missing words. Join in with CD.  Plenary Revise soh and me handsigns. Revise a few examples of soh and me. | Me, Songs for 4-7 year olds, no 7.  CD track 7. |
| 5 | To suggest actions to use in a steady pulse  To be able to sing soh and me using handsigns  To continue to sing Bones | Intro Hello To You – T does a line; ch copy the line all doing actions in time to beat.  Main T models the handsigns for soh and me. See below. T sing soh and me combinations. Ch copy. To continue to learn Bones song. T sing a line; ch copy. T sing song and ch put in missing words. Join in with CD. Now add claps as on CD.  Plenary Revise soh and me handsigns. Revise a few examples of soh and me | Me, Songs for 4-7 year olds, no 7.  Assessment – X is able to keep a steady pulse. |
| 6 | To lead other children in keeping a steady pulse  To be able to sing soh and me using handsigns  To sing with more confidence | Intro Hello To You – T does a line; ch copy the line all doing actions in time to beat. Could one child say the line for others to copy in place of T?  Main Revision of the two songs learned this half term – What Can You See and Bones.  If time, add instruments in place of claps in Bones.  Plenary Revise soh, me patterns and names of instruments. | Assessment – X is able to keep a steady pulse. |

Nicola Rose

Hello To You

T says each line; ch copy. All doing actions as suggested by the words in time to beat.

Hello to you, move your shoulders 1 2, and step your feet, and clap on the beat.

Hands stretch up high, wiggle fingers near the sky, give a smile give a grin, turn around and spin, well done everyone, our music has begun.

Soh and Me handsigns.

Soh (short for Sophia). Hand held in front of face, like looking in a mirror.

Me (short for Mikail). Hand held with palm facing floor, level with tummy. Mirror on table.

These two pitches are the same as the cuckoo interval. Soh is higher one; Me is lower one.

T sing combinations of soh and me for ch to copy.

Assessment in music

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| Name | Can play percussion instr appropriately | Able to keep a steady pulse | Comment etc |
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