Building and Construction

A Music Project for Foundation 2

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[](https://www.google.co.uk/url?url=https://en.wikipedia.org/wiki/Bob_the_Builder&rct=j&q=&esrc=s&sa=U&ved=0ahUKEwifsv6I957SAhWLKMAKHeOwDgcQwW4IFjAA&usg=AFQjCNHy-qXXwnavzMDOzzEutXnNeetNYQ)

**Building and Construction Project**

In this project the children will

* Explore the different sounds found on a building site
* Select body, vocal and instrumental sounds to represent them
* Perform the actions of builders in time to a steady beat
* Play a variety of un-tuned percussion instruments
* Say chants and sing songs
* Explore and identify the sounds of percussion instruments
* Follow aural and visual instructions
* Play as a class and in large groups
* Explore rhythmic patterns
* Play the rhythm of words
* Explore textures of sounds

You may like to observe who can

* Play with control
* Play a steady beat
* Move to a steady beat
* Play the patterns of words
* Copy rhythms
* Respond to the pitches soh and mi (in this case, G and E) accurately and confidently
* Sing songs with the class
* Suggest sounds and actions
* Follow verbal instructions
* Follow visual instructions (copying or symbols)

**Building and Construction Project**

**Year R Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of child** | **Can respond to the pitches soh and mi accurately** | **Can play a steady beat** | **Can move to a steady beat** | **Can play rhythmic patterns** | **Can follow visual cues** |
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**3 = emerging 2 = achieving 1 = exceeding**

**Lesson 1:30mins**

**Learning Intentions:** Children learn

About pulse

A new singing game

New action games and chants

About ways of grouping percussion instruments

About activities on a building site

**Introductory activity (10mins)**

Sing, ‘Hello Children’ (GEGE) and ask the children to reply.

Using a builder’s van, ask the children to sing their names in response to the call, ’I’ve got a builder’s van. Sing your name, if you can’. (GeeggEggEggE)

The children will sing, ‘My name is Phoebe’ (GeeeGE or GeaGE)

Ask the children to stand up in order to play, ‘Hey, hey look at me’. (GEggE)

Ask them to copy actions as you clap, stamp, tap etc. and then ask them for suggestions of actions that builders might make e.g. tapping, sawing, painting, digging etc.

Try to encourage the children to make their actions in time to a **steady beat** or **pulse.**

**Main activity (15mins)**

Explain to the children that in the centre of the circle they will see some instruments that might make good building sounds.

Introduce the shakers sounds- jingles and maracas

Introduce the wooden sounds –woodblocks, claves, castanets and guiros

Introduce the skin sounds- drums tambours

Show the children how to hold and play them and ask them which building job they might illustrate.

Play the game, ‘Choose an instrument’ (Bobby Shaftoe, clap your hands) by passing the van around the circle as they children sing. When the song has finished, ask the child with the van to choose one of the instruments from the circle. Give the other children to either side of that child instruments from that group and ask them to play a steady beat as we all sing, ‘We can play the shaker/wooden/drumming sounds’

Repeat this twice more until all the children have shaker, wooden or skin sounds.

Play the following games with the children so that they become familiar with playing and controlling the sounds.

* Shake and stop/tap and stop/bang and stop/play and stop
* Now my shakers/tappers/drum is up/ sounds are up
* Shaker/tapping/drumming sounds/instruments, where are you?

These games can be found in Kids make Music: 2’s and 3’s by Lynne Kleiner

**Plenary (5mins)**

Pack the instruments away

Sing, ‘Goodbye children’ (GEGE) and ask them to sing back the response

**Learning Outcomes: Children can**

Copy sung chants using soh and mi

Move to a steady beat

Play to a steady beat

Name and play different percussion instruments

**Lesson 2:30mins**

**Learning intentions:** Children learn

About pulse

About pace/tempo

A new chant

Some new songs

How to play percussion instruments with control

**Introductory activity (10mins)**

Sing ‘Hello children’ (GEGE) and ask them to respond.

Now sing ‘Hello Barnaby’ and look at the toys he has in his backpack.

He has a digger, dumper truck, a pig and a wolf.

*What story could Barnaby be thinking of?*

Later on they will be looking at what materials the three little pigs used to build their houses but first they are going to move to a chant, all about the activities on a building site.

They should copy the actions and try to make the in time to the **beat** of the chant

**‘On our Trip to the Building Site’**

Dig, dig, dig, we’re digging a hole x 3

On our trip to the building site

Swirl x 3 we’re mixing cement x 3

On our trip to the building site

Sloosh x 3 we’re pouring cement x 3

On our trip to the building site

Saw x 3 we’re sawing the wood x 3

On our trip to the building site

Tap x 3 we’re hammering nails x 3

On our trip to the building site

Slap x 3 we’re building with bricks x 3

On our trip to the building site

Swish x 3 we’re painting the wood x 3

On our trip to the building site

Squeak x 3 we’re fixing the screws x 3

On our trip to the building site

Slurp x 3 we’re drinking our tea x 3

On our trip to the building site

Yawn x 3 we’re stretching our arms x 3

It’s time to go back home

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

Ask the children how they would move if they were carrying a big load of bricks (quickly or slowly)

How would the truck move if it were tipping some concrete into a hole?

How might they move at the beginning of the day/at the end of the day?

**Main activity (15mins)**

Remind the children about the toys in Barnaby’s backpack.

Read ‘The Three Little Pigs’ from ‘Three Singing Pigs’ (A&C Black)

Teach the children the song, ‘Trotting down the road’ to the tune of ‘Knees up Mother Brown’ and the ‘Running down the road’.

Ask the children to keep a steady beat on their knees with their hands for each.

*What happens to the speed of the music when they are running away form the wolf?*

Teach the children each of the pig’s questions and the man’s replies to the tune of ‘Do you know the Muffin Man?’ and ask them to keep a steady beat with their hands on their knees.

Give out tapping, shaking and scraping sounds and ask children to repeat this activity with the instruments

**Assess: Can play a steady beat**

**Plenary (5mins)**

Pack away the instruments and explain that next week we will choose some sounds to show each pig building his house with straw, sticks and bricks.

**Learning Outcomes:** Children can

Move to a steady beat

Play a steady beat

Change tempo with control

Sing with confidence and accuracy

**Lesson 3:30mins**

**Learning Intentions:** Children learn

About pulse and rhythm

About texture

How to follow visual cues

How to move to a steady beat

**Introductory activity (5mins)**

Sing, ‘Hello children’ and ask them to respond using G and E

In Barnaby’s are a pig, a wolf and a hammer.

*Can they remember what story they were singing about last week?*

**Main activity (20mins)**

Revise the songs, ‘Trotting down the Road’ and ‘Running down the road’ and make sure the children can tap their knees in time to the changing beat.

Sing each of the pigs’ verses and then ask the children which sounds would match the straw, sticks and bricks. They have got shakers, wooden sounds and drumming sounds to choose from.

Give out each group of instruments at a time to children and ask them to accompany their verse with a steady beat.

Now explore playing the rhythms

1 2 3 4

Straw for sale -

Sticks for sale -

Bricks for sale -

Trotting down the road -

Running down the road -

Show the children the Building Score and ask each group to follow your finger with the instruments and to stop when there are no more pictures of straw, stocks or bricks.

Practise this several times with each group before you

**Assess: Can follow visual clues**

**Extension:** Can the straw and stick groups play together and the straw group stop first?

*Do the children in the bricks group like the sound of the two instruments together?*

Repeat this with the sticks and bricks and the straw and bricks.

**Plenary (5mins)**

Pack away the instruments and revise ‘On our Trip to the Building Site’

**‘On our Trip to the Building Site’**

Dig, dig, dig, we’re digging a hole x 3

On our trip to the building site

Swirl x 3 we’re mixing cement x 3

On our trip to the building site

Sloosh x 3 we’re pouring cement x 3

On our trip to the building site

Saw x 3 we’re sawing the wood x 3

On our trip to the building site

Tap x 3 we’re hammering nails x 3

On our trip to the building site

Slap x 3 we’re building with bricks x 3

On our trip to the building site

Swish x 3 we’re painting the wood x 3

On our trip to the building site

Squeak x 3 we’re fixing the screws x 3

On our trip to the building site

Slurp x 3 we’re drinking our tea x 3

On our trip to the building site

Yawn x 3 we’re stretching our arms x 3

It’s time to go back home

**Learning Outcomes:** Children can

Play with control

Play a steady beat (fast and slow)

Clap and play the rhythm of words

Follow signs and symbols

Move to a steady beat

To listen to the texture of sounds

**Lesson 4: 30mins**

**Learning Intentions:** Children learn

A new song

About timbre

About pulse

About rhythm

**Introductory activity (5mins)**

Sing, ‘Hello children’ and ask the children to respond using G and E.

In Barnaby’s backpack are pictures of characters from the TV show ‘Bob the Builder’. Ask the children to say and clap the **rhythm** of each name.

*What does each machine do?*

**Main activity (15mins)**

Introduce the ‘Builder’s Song’. This is set to the tune of ‘Skip to my Lou’.

Hammering nails tap, tap, tap x 3

Tapping at the building site

Sawing wood, saw, saw, saw x 3

Sawing at the building site

Painting wood slurp, slurp, slurp x 3

Painting at the building site

Fixing screws squeak, squeak, squeak x 3

Fixing at the building site

Mixing concrete swirl, swirl, swirl x 3

Mixing at the building site

Reversing lorries beep, beep, beep x 3

Reversing at the building site

Cleaning up the mess swish, swish, swish x 3

Cleaning up the building site

All tired out yawn, yawn, yawn x 3

Time to leave the building site

Talk to the children about how to select instruments to illustrate each of the sounds in the song and how some can only be effectively illustrated by the voice e.g. yawn and squeak

Choose sounds such as claves, guiros, triangles, maracas, octachimes and tambourines and hand them out to 5 groups of children in turn.

Reach time the instruments are handed out, ask that group to play a steady **beat** under the words of their verse while the other children sing.

Now ask each group to only play on the words they are illustrating i.e. tap, saw, slurp, swirl and swish.

They will know when to play by watching my hands.

**Assess: can follow visual cues**

**Plenary (10mins)**

Today they played a steady beat under the song and then they played on special or specific words.

Now they are going to play the pattern of certain words or their **rhythm.**

Ask each group to play the rhythm of the following words form their verse

**1 2 3 4**

**Hammer ing nails -**

**Saw ing wood -**

**Paint ing wood -**

**Mix ing con crete**

**Cleaning up the mess -**

**Assess: can play rhythmic patterns**

**Extension:** *Which two rhythms are the same?*

**Learning Outcomes:** Children can

Sing confidently and accurately

Play with control

Play a steady beat

Select sounds

Copy rhythmic phrases

Follow visual cues

**Lesson 5: 30mins**

**Learning Intentions:** Children learn

To sing soh and mi

About different length of sound (Duration)

To move, clap and play different time values

**Introductory activity (10mins)**

Sing, ‘Hello children’ and pass the van round singing, ‘I’ve got a builder’s van. Sing your name is you can’ (GeeggEggEggE)

The children will sing, ‘My name is Joseph (GeeGE)

**Assess: Can respond to the pitches soh and mi accurately**

**Main activity (15mins)**

Look at the pictures of characters from ‘Bob the Builder’ the Barnaby has brought with him today**.**

Say and clap each one and then add actions

**1 2 3 4**

**Scoop - - - (Scoop up hands into the air for 4 beats)**

**Muck - Muck - (Dig with a shovel for 2 beats twice)**

**Lof- ty Lof- ty (Raise and lower arms in time to the beat)**

**Dizzy Dizzy Dizzy Dizzy (Fingers to go round in a circle)**

*Which name did they stretch out for a long time?*

*Which name did they say very quickly?*

Introduce the song, ‘Bob the Builder had a Yard’ (Tune: Old MacDonald)

Bob the builder had a yard

Ee-I ee-I oh

And on that yard he had some friends

Ee-I ee-I oh

With a Lofty here and a Lofty there

Here a Loft, there a Loft

Everywhere a Lofty

Bob the builder had a yard

Ee-I ee-I oh

Bob the builder had a yard

Ee-I ee-I oh

And on that yard he had some friends

Ee-I ee-I oh

With a Muck- here and a Muck there

Muck – Muck -

Muck – Muck -

Bob the builder had a yard

Ee-I ee-I oh

Bob the builder had a yard

Ee-I ee-I oh

And on that yard he had some friends

Ee-I ee-I oh

With a Scoop - - - and a Scoop - - -

Scoop - - ,

Scoop - - -

Bob the builder had a yard

Ee-I ee-I oh

Bob the builder had a yard

Ee-I ee-I oh

And on that yard he had some friends

Ee-I ee-I oh

With a Dizzy Dizzy here and a Dizzy Dizzy there

Dizzy Dizzy, Dizzy Dizzy

Dizzy Dizzy, Dizzy Dizzy

Bob the builder had a yard

Ee-I ee-I oh

Children should add the actions to the song on the names of each character and then clap them.

Give out four groups of instruments and ask each group to play their time value.

E.g. Scoop (metal), Muck (skin), Lofty (wood), Dizzy (shakers)

Swap round time values so that the children experience playing all four.

Add the instruments to each verse, playing a steady beat. (Lofty)

**Plenary (5mins)**

Pack away the instruments and ask the children which sounds they enjoyed playing best today.

*Did they have to play all the time during Bob’s song?*

*What skill were they using?*

**Learning Outcomes:** Children can

Sing soh-mi accurately and confidently

Play move to, clap and play different time values

Follow aural and visual cues

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

To revise and perform the work they have covered during this project

To talk about their favourite activities/instruments

To discuss the skills they have used

**Introductory activity (5mins)**

Sing, ‘Hello Barnaby’ and clap the rhythm of the building items he has in his backpack e.g. saw, hammer, paint brush, spanner and screw driver

Talk to the children about all the activities they have taken part in during the last few weeks and tell them that they are going to try to repeat as many as they can to see if their listening and playing skills have improved.

**Main activity (15mins)**

Choose from the list below, ensuring that there is one movement activity and playing activities which involve

* Playing a steady beat
* Playing rhythmic patterns
* Playing from visual cues

**1) ‘On our Trip to the Building Site’**

Dig, dig, dig, we’re digging a hole x 3

On our trip to the building site

Swirl x 3 we’re mixing cement x 3

Sloosh x 3 we’re pouring cement x 3

Saw x 3 we’re sawing the wood x 3

Tap x 3 we’re hammering nails x 3

Slap x 3 we’re building with bricks x 3

Swish x 3 we’re painting the wood x 3

Squeak x 3 we’re fixing the screws x 3

On our trip to the building site

Slurp x 3 we’re drinking our tea x 3

Yawn x 3 we’re stretching our arms x 3

It’s time to go back home

**2) The Three Little Pigs**

**3) The Builder’s Song**

Hammering nails tap, tap, tap x 3

Tapping at the building site

Sawing wood, saw, saw, saw x 3

Sawing at the building site

Painting wood slurp, slurp, slurp x 3

Painting at the building site

Fixing screws squeak, squeak, squeak x 3

Fixing at the building site

Mixing concrete swirl, swirl, swirl x 3

Mixing at the building site

Reversing lorries beep, beep, beep x 3

Reversing at the building site

Cleaning up the mess swish, swish, swish x 3

Cleaning up the building site

All tired out yawn, yawn, yawn x 3

Time to leave the building site

**4) Building rhythms**

**1 2 3 4**

**Hammer ing nails -**

**Saw ing wood -**

**Paint ing wood -**

**Mix ing con crete**

**Cleaning up the mess -**

**5) Bob the Builder had a Yard**

Bob the builder had a yard

Ee-I ee-I oh

And on that yard he had some friends

Ee-I ee-I oh

With a Lofty here and a Lofty there

Here a Loft, there a Loft

Everywhere a Lofty

Bob the builder had a yard

Ee-I ee-I oh

Bob the builder had a yard

Ee-I ee-I oh

And on that yard he had some friends

Ee-I ee-I oh

With a Muck- here and a Muck there

Muck – Muck -

Muck – Muck -

Bob the builder had a yard

Ee-I ee-I oh

Bob the builder had a yard

Ee-I ee-I oh

And on that yard he had some friends

Ee-I ee-I oh

With a Scoop - - - and a Scoop - - -

Scoop - - ,

Scoop - - -

Bob the builder had a yard

Ee-I ee-I oh

Bob the builder had a yard

Ee-I ee-I oh

And on that yard he had some friends

Ee-I ee-I oh

With a Dizzy Dizzy here and a Dizzy Dizzy there

Dizzy Dizzy, Dizzy Dizzy

Dizzy Dizzy, Dizzy Dizzy

Bob the builder had a yard

Ee-I ee-I oh

**6) Bob’s Rhythms**

**1 2 3 4**

**Scoop - - - (Scoop up hands into the air for 4 beats)**

**Muck - Muck - (Dig with a shovel for 2 beats twice)**

**Lof- ty Lof- ty (Raise and lower arms in time to the beat)**

**Dizzy Dizzy Dizzy Dizzy (Fingers to go round in a circle)**

**Plenary (10mins)**

Pack away the instruments and then take time to talk to the children about the skills they have used during this music project and their favourite activities and instruments.

**Learning Outcomes:** Children can

Match soh and mi

Play a steady beat

Play rhythmic patterns

Play with control

Move to a steady beat

Follow visual cues

Play in groups and take turns

Talk about the music they have performed

**Building and Construction Project for Foundation 2**

**Medium Term Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Learning Intentions**  Children learn… | **Activities** | **Learning Outcomes**  Children can… |
| **1** | About pulse  A new singing game  New action games and chants  About ways of grouping percussion instruments  About activities on a building site | **Intro:** Hello/I’ve got as builder’s van. Sing your name if you can’( GE)  Hey, hey (building actions to the pulse)  **Main:** Introduce families of percussion instruments.  Choose an instrument you can play  Play the pulse and other games to encourage control and motor skills  **Plenary: Discuss favourite sounds** | Copy sung chants using soh and mi  Move to a steady beat  Play to a steady beat  Name and play different percussion instruments |
| **2** | About pulse  About pace/tempo  A new chant  Some new songs  How to play percussion instruments with control | **Intro:** Hello/ toys in Barnaby’s backpack (3 Little Pigs)  On our trip to the Building Site-actions to a steady beat  **Assess: Can move to a steady beat**  **Main:** Explore slow and fast body percussion and then sing ‘Trotting down the road’/’Running down the road’ from The Three Little Pigs  Learn building verse and add body percussion (beat)  **Plenary:** Discuss tempo and the heart beat | Move to a steady beat  Play a steady beat  Change tempo with control  Sing with confidence and accuracy |
| **3** | About pulse and rhythm  About texture  How to follow visual cues  How to move to a steady beat | **Intro:** Hello Barnaby (building toys)  Revise ‘Trotting down the road’ and ‘Running down the road’ with body percussion  **Main:** Building music with instruments  Explore specific rhythms from the song  Follow the building scores in groups (Ext: Combine tower or three)  **Assess: Can follow visual cues**  **Plenary:** Revise ‘On our trip…’ | Play with control  Play a steady beat (fast and slow)  Clap and play the rhythm of words  Follow signs and symbols  Move to a steady beat  To listen to the texture of sounds |
| **4** | A new song  About timbre  About pulse  About rhythm | **Intro:** Hello Barnaby (toys/pictures form ‘Bob the Builder’  Clap rhythms of the names and discuss their jobs.  **Main:** Introduce the ‘Builder’s Song’- pulse/select sounds/play on selected words.  **Assess: Can follow visual cues**  **Plenary:** Play specific rhythmic phrases  **Assess: Can play rhythmic phrases** | Sing confidently and accurately  Play with control  Play a steady beat  Select sounds  Copy rhythmic phrases  Follow visual cues |
| **5** | To sing soh and mi  About different length of sound (Duration)  To move, clap and play different time values | **Intro:** Hello Barnaby/I’ve got a builder’s van  **Assess: Can respond to the pitches soh and mi accurately**  Say-clap-add actions  Scoop- - -(glide) /Muck –(stride) /lofty (walk walk)/Dizzy Dizzy (jogging jogging)  **Main:** Sing, ‘Bob the Builder had a Yard’  Sing- add actions-play pulse  Play each time value on the instruments and swap  **Plenary:** *What skills did they use today?* | Sing soh-mi accurately and confidently  Play move to, clap and play different time values  Follow aural and visual cues |
| **6** | To revise and perform the work they have covered during this project  To talk about their favourite activities/instruments  To discuss the skills they have used | **Intro:** Hello Barnaby/clap the rhythm of the toys in his backpack  **Main:** Choose favourite activities from previous weeks   1. On our trip… 2. Three Little Pigs 3. Builder’s Song 4. Building rhythms 5. Bob the Builder had a Yard 6. Bob’s rhythms   **Plenary:** Discuss favourite activities/instruments | Match soh and mi  Play a steady beat  Play rhythmic patterns  Play with control  Move to a steady beat  Follow visual cues  Play in groups and take turns  Talk about the music they have performed |