**Additional Activities for Year R: Animal Boogie**

**The Happy Hedgehog Band (Timbre and Texture)**

**Lesson 7: 30mins**

**Learning Intentions:** Children learn

About timbre (Sound colour)

About texture (Combination of sounds)

About sequences of sounds

How to follows signs and symbols

A new song

**Introductory activity (10mins)**

Sing ‘Hello Barnaby’ and look at the cards showing all the sounds that the animals made in the story of ‘The happy hedgehog Band’.

Stick them up on a board and ask the children to follow your finger. They should make the sound when your finger (or pencil/beater) points to that card.

Now take off tow sounds and lay them in the middle of the circle. Experiment with each half of the circle making the sound of one of the cards-separately at first and then together.

*What do they think of the combination of those two sounds?*

Try a few more sounds together and ask the children to express their preferences- either verbally or with thumbs up and down

**Main activity (15mins)**

Tell the children that they are going to put the sounds of all the animals into a song.

The tune is, ‘Oh we can play on the big bass drum’

*Oh I’m a pheasant from Dickon Wood*

*And this is the sound that I make*

*Hmmmmmmmmmmm, I hum all day*

*And that’s sound that I make*

*Repeat with the hooting owl, clapping mole, tapping deer, popping frog, clicking toad and buzzing bee*

Ask the children to remember the drumming patterns that each of the hedgehogs played.

If you do not have enough drums for all the children, try the following

Harry: Tum tum te tum (tambourines)

Helen: Diddle diddle dum (shakers)

Norbert: Ratta tat tat (claves)

Billy: Boom sh sh sh (drums)

Try putting two of the rhythms together

*(Having an additional adult to sit in the middle and face one group whilst you face the other would be really helpful)*

***Assess: Can play rhythmic patterns***

**Plenary (5mins)**

Pack away and ask the children which their favourite part of the lesson was today

*Was it following the cards, making the sounds together or playing the drumming patterns in groups?*

**Learning Outcomes:** Children can

Follow signs and symbols

Work in two groups to combine sounds

Talk about sounds and their likes and dislikes

Sing tunefully

Play rhythmic patterns accurately and with control

**Farms Animals (Timbre)**

**Lesson 8: 30mins**

**Learning Intentions:** Children learn

A new song

A new chant to move to

About timbre

About beat/tempo

How to explore vocal and body sounds

**Introductory activity (10mins)**

Sing, ‘Hello Children’ and look in Barnaby’s backpack.

It contains lots of farm animals, including a goat.

Ask the children to make the sounds of those animals and then introduce the song, ‘Cock-a-doodle doo’ from ‘Kids Make Music 2’s and 3’s’

Divide the children into four groups and place a farm animal in front of each group.

Ask them to sing the sound that the animal makes to our cuckoo notes (G and E)

E.g. Moo moo moo moo

G E G E

Each time the song repeats the animals that have gone before and end with ‘cock-a-doodle, cock-a-doodle, cock-a-doodle doo’

**Main activity (12mins)**

Show the children two more goats and a troll.

*What story does it remind them of?*

Ask the children about the differences between the goats (size) and ask them to say hello to the largest in their deepest voice, the middle-sized goat with their normal voice and to the smallest goat using their highest voice.

*What sort of voice would the troll have?*

Teach the children a simple chant, ‘Ho de ho-. I’m a troll. And I’m going to EAT YOU UP!!’

Ask the children to help tell the story of the ‘Three Billy Goats Gruff’ using their voices and their hands for the goat’s footsteps.

*How will the steps of each goat differ?*

The smallest Billy Goat will have light or quiet footsteps that are quite fast.

The middle-sized Billy Goat will have slower and heavier/louder footsteps

The largest Billy Goat will have slow, loud footsteps.

Perform the whole story with actions and vocal sounds

**Plenary (8mins)**

Ask the children about how they changed the ways in which the footsteps sounded

*They changed how loud they were and how fast they moved*

Introduce the chant, ‘On my trip to the farm with you’ and ask the children to stand up and perform actions.

*Oink x 3 says the pig in the sty*

*Oink x 3 says the pig in the sty*

*Oink x 3 says the pig in the sty*

*On my trip to the farm with you*

*Baa says the sheep on the hill*

*Baa says the sheep on the hill*

*Baa says the sheep on the hill*

*On my trip to the farm with you*

*Neigh says the horse in the stable*

*Neigh says the horse in the stable*

*Neigh says the horse in the stable*

*On my trip to the farm with you*

*Moo says the cow in the field*

*Moo says the cow in the field*

*Moo says the cow in the field*

*On my trip to the farm with you*

*Quack x 3 says the duck on the pond*

*Quack x 3 says the duck on the pond*

*On my trip to the farm with you*

*Cluck x 3 says the chicken in the coop*

*Cluck x 3 says the chicken in the coop*

*Cluck x 3 says the chicken in the coop*

*On my trip to the farm with you*

*Woof x 3 says the dog in the yard*

*Woof x 3 says the dog in the yard*

*Woof x 3 says the dog in the yard*

*On my trip to the farm with you*

*Yawn says the farmer in his house*

*Yawn says the farmer in his house*

*Yawn says the farmer in his house*

*I think it’s time for bed!*

***If you have another adult in the room they could assess, ‘Can move to a steady beat’***

**Learning Outcomes:** Children can

Match the pitch of the ‘cuckoo notes’ (G and E)

Explore the range of their voices

Relate HML sounds to characters in a story

Use voices to explore animal sounds

Move to a steady beat

**Lesson 9: 30mins**

**Learning Intentions:** Children learn

About dynamics

How to follow visual signals, signs and symbols

About tempo

To play with control

**Introductory activity (10mins)**

Sing ‘Hello Barnaby’ and look at the animals in his backpack. Some make loud sounds (e.g. lion, elephant and monkey). Some make quiet sounds (e.g. snake, giraffe and fish).

Introduce the game, ‘Make your sounds as loud/quiet as mine’ from the book ‘Bobby Shaftoe, clap your hands’

The tune is ‘Do you know the Muffin Man?’ and the words,

*Make your sounds as loud as mine*

*As loud as mine*

*As loud as mine*

*Make your sounds as loud as mine*

*And do it after me*

Use some of the animals from the backpack and then make some more body and vocal sounds that are loud. Ask volunteers to suggest sounds and use their names in the song

E.g. *Make your sounds as loud as Alfie’s*

Repeat the activity with quiet sounds

**Main activity (10mins)**

Ask the children to remember how the footsteps of the three Billy Goats differed.

As the goats got larger the footsteps got louder and slower.

Show the children how this might be shown by hands moving apart (palms facing each other).

Ask the children to follow your hands with taps on their knees and then claps as you move your hands apart.

Then repeat this with tapping sounds e.g. claves, castanets, wood blocks and drums.

***Assess: Can follow visual cues***

***Can play with control***

Remind the children of the troll’s chant/song and then perform the entire story with vocal and instrumental accompaniment

**Plenary (10mins)**

Show the children another way in which they might know how loudly to play the goat’s footsteps.

Look at the footprint symbols and work out which belongs to which of the goats.

Try playing them.

Pack away the instruments and ask the children to listen out for loud and quiet sounds in school, on their way home and at home.

Ask them for some examples e.g. a ticking clock or leaves rustling (quiet) and a motorbike and the TV (loud)

**Learning Outcomes:** Children can

Make and copy loud/quiet sounds

Follow hand signs and symbols

Play with control

**Lesson 10: 30mins**

**Learning Intentions:** Children learn

To listen carefully

To identify changes in tempo

About timbre (sound colour)

About texture (combination of sounds)

To add sounds to a story

**Introductory activity (10mins)**

Sing ‘Hello Barnaby’ and look at the animals that the he has in his backpack.

*Can they suggest sounds or instruments to show how a snake, elephant, mouse or frog might move?*

Play the children extracts from ‘The Elephant’ from ‘The Carnival of the Animals’ by Saint Saens and from ‘The Flight of the Bumble Bee’ by Rimsky Korsakov. Ask the children to follow the music with their hands and to guess what animal is being illustrated with sound.

*Which animal was given the fastest/slowest music?*

Ask the children to make the sound of the elephant trumpeting and then of the bee buzzing. Divide the class into two groups and ask each group to make one of the sounds and then for them all to make the sounds together.

**Main activity (15mins)**

Read the story, ‘Have you seen the crocodile?’ by Colin West and ask the children to make the sounds of each creature as you point to it.

Choose sounds from the story to combine together e.g. the bee and the parrot and the frog and the humming bird

Talk about how the sounds go together and which are louder/quieter

**Extension activity:** use instruments to illustrate the creatures and repeat the activity

**Plenary (5mins)**

Finish with the game, ‘Hey, hey, look at me’ and ask volunteers to move like animals

*Hey, hey, look at me*

*I’m an elephant*

*Can’t you see?*

**Learning Outcomes:** Children can

Respond to music using actions

Describe the tempo of music

Make and combine sounds

Follow the pictures in a story book

Move like an animal

**Noah’s Ark (Timbre and texture)**

**Lesson 11: 30mins**

**Learning Intentions:** Children learn

A new song

To explore vocal sounds

To explore body sounds

How to create rhythmic pattern

**Introductory activity (10mins)**

Sing ‘Hello Barnaby’ and look at the animals that he has in his backpack. They are all in pairs.

*Can they think of a story in which all the animals escape a storm two by two?*

Sing the song, ‘Rain, rain go away’ (GEggE) and look at some of the pictures in Lucy Cousin’s version of ‘Noah’s Ark’.

Ask the children to make vocal sounds for each of the animals that you point at.

**Main activity (15mins)**

Introduce the song, ‘The animals went in two by two.’

The following version is different to the original and uses all the numbers!

*Two by two- the Elephant and the kangaroo*

*Three by three- Two crocodiles and a cheeky monkey*

*Four by four- The lion gave a mighty roar*

*Five by five- The bumbles flew out from their hive*

*Six by six- The zebra and some little chicks*

*Seven by seven- An emu with the name of Evan!*

*Eight by eight- A big bullfrog jumped over the gate*

*Nine by nine- The ants are marching in a straight line*

*Ten by ten- Nine slithery snakes and a big fat hen*

Hold up each of the cards and ask all of the children to make vocal sounds to go with the animals on each.

**Extension activity:** Make an ark using skipping ropes on the floor in the centre of the circle. Give groups of children each of the cards. As they climb into the ark they should make their sounds. Once in the ark, all the groups should make the sounds together.

Ask the children to discuss the difference between the individual sounds of each card (timbre) and the sounds of them all together (texture).

Ask them to show which they preferred with a simple thumbs up and down.

**Plenary (5mins)**

We started the lesson with a song about the rain. Ask the children if they can think of any words that describe the rain and try clapping a saying them. Put some into a sequence or phrase e.g. pattering rain, splashing rain, splish splosh.

**Learning Outcomes:** Children can

Sing tunefully

Explore vocal and body sounds

Describe sounds and express likes and dislikes

Create rhythmic patterns

**Lesson 12: 30mins**

**Learning Intentions:** Children learn

About timbre and texture

To identify sounds

How to create rhythmic phrases

How to play in groups

How to add sounds to a story

**Introductory activity (10mins)**

Sing ‘Hello Barnaby’ and look at some animals in his backpack. Make the sound of each and then combine two of the sounds and talk about the effect.

Place four sounds in the centre of the circle e.g. a drum, maraca, woodblock and some bells and take a replica of each behind a screen or bookcase.

Sing the game, ‘One sound can be heard’ to the tune ‘One man to mow’

The children need to identify that sound and then the sound of two, three and then four sounds.

**Main activity (15mins)**

Look at the pages in the story of Noah’s Ark which show Noah and his family building the ark

They are sawing, hammering and painting

Ask the children to clap those words and then to make up some phrases

E.g. sawing wood, hammering nails and painting the ark.

Give half the class wooden sounds (castanets, claves, woodblocks and scrapers) to play these rhythms on.

Now remind the reminder of the class of the phrase they created to describe the rain

Pitter patter, splish splosh, splashing rain

Give these children triangles, bells and jingles on which to play these rhythms.

Now perform the story.

1. Building music
2. Animal sounds (getting on)
3. Raining music
4. Animal sounds (getting off)

(Choose whether to get the children to board the ark or not)

**Plenary (5mins)**

Pack away the instruments and discuss their favourite sounds of the session

**Learning Outcomes:** Children can

Work in groups

Listen carefully

Identify sounds

Play rhythmic patterns accurately