**The Lighthouse Keeper’s Lunch**



**A Music Topic for Year 2**

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**Some children will be able to (emerging):**

Keep and steady pulse with some help

Say, clap and play the time values walk and jogging (sometimes stride) when copying an adult

Follow the shape of soh mi songs

Find the pitch of songs on chime bars with some help

Clap and say rhythmic phrases

Copy rhythmic phrases

Play from a reduced score with help

Relate sound to symbol

Work in small groups

Maintain a part with help

**Some children will be able to (achieving):**

Keep a steady pulse

Say, clap and play the time values ‘walk’, ‘jogging’ and ‘stride’

Sing simple soh/mi songs

Follow the movement of pitch with their hands

Find the pitch of a soh mi song using chime bars

Say, clap and say rhythmic phrases

Internalise melodic phrases

Follow the shape of melodic phrases

Pick out 3-note phrases on chime bars

Play from a reduced score

Internalise and play rhythmic phrases

Relate sound to symbol

Notate the time values ‘walk’, jogging and stride

Work in small groups

Follow a graphic score

Play a variety of instruments (tuned and un-tuned)

Play rhythmic and melodic patterns within small groups

Maintain a part within a small group

**Some will be able to (exceeding):**

Keep a steady pulse

Say, clap and play the time values ‘walk’, ‘jogging’ and ‘stride’

Sing simple soh/mi songs confidently and accurately

Follow the movement of pitch with their hands

Find the pitch *and rhythm* of a soh mi song using chime bars

Internalise melodic phrases

Follow the shape of melodic phrases

Pick out 3-note phrases (including the rhythm)on chime bars

Play from simple pitch notation

Say, clap and play rhythmic patterns

Internalise and play rhythmic phrases

Relate sound to symbol

Write down rhythmic phrases using stick notation

Work in small groups

Follow a graphic score

Play a variety of instruments (tuned and un-tuned)

Play rhythmic and melodic patterns confidently independently or leading small groups

Maintain a part within a small group (playing a leading role)

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

About pulse

A new song

To play different time values

About rhythmic (stick) notation

**Introductory activity (10mins)**

Sing, ‘Hello children’ using the notes G and E (GEGE) and ask them to reply.

*(We will call these notes soh and mi and show them with our hands)*

Ask the children to copy you as you keep a steady pulse whilst singing the song, ‘Children can you do this?’ (Play Songs)

Ask volunteers to lead the game and add their names to the song e.g. Copy Louis, Copy Louis etc.

Read the children ‘The Lighthouse Keeper’s Lunch’ by Ronda and David Armitage.

**Main activity (15mins)**

Ask the children what the Lighthouse Keeper’s job was and why he had to do it.

Introduce the ‘Keeper’s song’.

*(This is based on the notes G and E (soh and mi))*

***Keeper, keeper clean the light***

***g g e e g g E***

***Keep it shining clear and bright***

***g g e e g g e***

***The light should always be in sight***

***g g g e e g g e***

***To keep ships safe by day or night***

***g g g e e g g E***

Teach the song, line by line, using a call and response method and then ask the children to pretend to scrub the light with a brush-forward and backwards- in time to a steady pulse

e.g.

1 2 3 4

**Kee-**per **Kee-**per **clean** the **light**

***Scrub scrub scrub scrub***

Repeat this with the word ‘polish’ and pretend to hold a duster

1 2 3 4

**Kee-per Kee-per clean** **the light**

***Polish polish polish polish***

Repeat this with the word ‘shine’ and ask the children to make their hands ‘shine’ like stars by opening on the strong beat and closing on the next

e.g.

1 2 3 4

**Kee-**per Kee**-**per **clean** the light

***Shine……………………. Shine………………***

Divide the children into three group and ask the children to play each of the three time values on the following instruments.

Scrub- woodblocks/claves

Polish- maracas/egg shakers

Shine- triangles/bells

*Top tip: Ask the children to draw an ‘h’ with their triangle beaters, the tap being the descender*

*Can they hear how the sound continues to ring out for another beat without them playing?*

Swap round the groups so that all the children experience playing each time value/instrument

**Extension: Try putting two groups together e.g. scrub and polish or scrub and shine.**

**Plenary (5mins)**

Pack away the instruments and draw three symbols on the board-a vertical line, an ‘h’ and a tick

*Which of these three symbols indicates one sound or a ‘scrub’ (line)?*

*Which indicates two sounds or a ‘polish’ (tick)?*

*Which indicates one sound held over two beats (an ‘h’)*

Sing, ‘Goodbye children’ using the notes G and E

**Learning Outcomes:** Children can

Keep a steady pulse

Say, clap and play the time values ‘walk’, ‘jogging’ and ‘stride’

Sing simple soh/mi songs

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

A new action song

About pitch and the sounds soh and mi

To follow the movement of pitch with the body

To follow the movement of pitch with chime bars

**Introductory activity (10mins)**

Sing, ‘Hello children’, using the notes G and E and showing their movement with the palm of your hand

*Why am I using my hands?*

*Are both sounds the same?*

*Who can describe the difference?*

Introduce the higher sound (G in this case) as ‘soh’, short for ‘Sophie’ she like looking in the mirror so ask the children to face the palm of one hand towards their face with the thumb tucked in at the top.

‘Mi’ is short for ‘Mikhail’. He doesn’t like looking in the mirror so he always lays his flat on the floor. Ask the children to lay their hands flat in the air.

Practice using these hands signs by asking the children the copy phrases that you sing and sign to them.

**Main activity (15mins)**

 Revise ‘The Keeper’s Song’ using the hand signs.

***Keeper, keeper clean the light***

***g g e e g g E***

***Keep it shining clear and bright***

***g g e e g g e***

***The light should always be in sight***

***g g g e e g g e***

***To keep ships safe by day or night***

***g g g e e g g E***

When the children feel confident, ask them to replace the words with the names of the hands signs

e.g.

***soh soh mi mi soh soh mi***

***g g e e g g E***

***soh soh mi mi soh soh mi***

***g g e e g g e***

***soh soh soh mi mi soh soh mi***

***g g g e e g g e***

***soh soh soh mi mi soh soh mi***

***g g g e e g g E***

**Assess: Can sing soh/mi songs**

Show the children the chime bars G and E.

*Are they the same?*

*Do they sound the same?*

*Which is soh and which is mi?*

Give out sets of G and E chime bars between pairs or groups of 3 or 4 and ask the children to play the ‘Keeper’s song’

LA may be able to follow the general shape of the melody with some help

MA should be able to keep a steady beat using the two sounds

HA may be able to play all the syllables at the correct pitch

Observe this and **assess: Can track the shape of pitched phrases**

**Plenary (5mins)**

Ask volunteers to either play the pulse of the song using a G and E e.g. GEGE etc. or to play the whole song. The other children can sing and sign the song.

**Learning Outcomes:** Children can

Sing soh/mi songs confidently and accurately

Follow the movement of pitch with their hands

Find the pitch of a soh mi song using chime bars

Play the pitch and rhythm of a song on two pitches (G and E in this case)

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About rhythm

A new rhythm game

To discriminate between pulse and rhythm

To play from stick notation

**Introductory activity (10mins)**

Sing, ‘Hello children’ using the notes G and E and tap a pulse whilst singing.

Ask the children to reply in the same way.

*We were tapping a* ***pulse or beat***

Now sing ‘Hello Children’ and clap the rhythm of the words. Ask the children to do the same with, ‘Hello Mrs Knight’.

*We were clapping the rhythm of the words.*

*Was their rhythm the same as mine?*

*Previously we gave these two time values the name scrub and polish but we are going to change those names to ‘walk’ and ‘jogging’*

Write the two phrases on the board and use stick notation to show their rhythm

E.g. Hello children (4 vertical lines or 4 walks)

Hello Mrs. Knight (2 vertical lines, 1 tick and 1 vertical line or walk, walk, jogging, walk)

*Which time value/word haven’t we used? (Shine)*

*We are going to use the word ‘stride’ instead of shine which is a longer step*

Try moving to or clapping these different time values in groups or as a class (depending on space)

**Main activity (15mins)**

Write three phrases from the book on the board and ask the children to help work out how to say them using our time names, walk, jogging and stride.

Lighthouse Keeper’s Lunch (jogging, jogging stride)

Scavenging seagulls (jogging walk walk walk)

Hamish the Cat (walk jogging stride)

Clap each one whilst saying the words aloud and then show the children how they can use their ‘thinking voices’ to clap the words but say them in their heads.

Tell the children that every time they hear the rhythm, ‘Lighthouse Keeper’s Lunch’ they should rub their tummies and say ‘mmm’.

When they hear, ‘Scavenging seagulls’ they should make their hands flap and call out, ‘Aark aark’.

When they hear the rhythm, ‘Hamish the Cat’ they should wash their whiskers and say ‘meow’!

Mix up the rhythms and notice who can internalise them.

Get out a shopping basket and teach the children the following chant:

***Chop, Chop choppity chop***

***Get out the basket with food from the shop***

***Sandwiches, sausages, fruit and pop***

***Chop, chop, choppity chop***

Ask the children to keep a steady ‘chop’ or ‘walk’ pulse on their knees as you repeat the chant.

Now ask them to play it on woodblocks or claves.

Now ask them to clap the rhythm of the words and then to play this on their instruments

Place the instruments on the floor and pass the basket around the circle as the chant is repeated.

Whoever has the basket at the end of the chant pulls out a card and plays the rhythm on his or her instrument. The other children then copy this and volunteers can write the rhythm on the board using stick notation. (Extension for HA)

The cards are as follows

Light House sandwich (walk walk walk walk)

Iced sea biscuits iced sea biscuits (jogging jogging jogging jogging)

Cold- drinks- (stride- stride-)

Mixed seafood salad (walk jogging walk walk)

Cold- chicken (stride- walk walk)

Sausages and crisps (jogging jogging stride)

Peach surprise - (walk walk stride -)

Each time the children should follow the same routine

* Say the rhythm
* Say and clap
* Think and clap
* Think and play
* Use time names and repeat the above

**Assess: Can say and clap rhythms in 4**

**Plenary (5mins)**

Pack the instruments away and ask the children to clap and say the rhythm, ‘Lighthouse Keeper’s Lunch’ and then to repeat it using the time names (jogging jogging stride).

Lay the food cards out on the floor

*Which food card had the same rhythm as ‘Lighthouse Keeper’s Lunch? (Sausages and Mash)*

**Learning Outcomes:** Children can

Keep a steady pulse

Clap and say rhythmic phrases

Internalise and play rhythmic phrases

Write down rhythmic phrase using stick notation (HA)

**Lesson 4: 30mins**

**Learning Intentions:** Children learn

About rhythm

About pitch

How pitch can be notated using symbols

A new song

How to play and sing mi, lah,doh

**Introductory activity (10mins)**

Sing, ‘Hello children’ using G and E (GEGE) and then using E, D and C (EDCC)

Ask the children to use those notes in their reply and then ask them which version contained the lowest sounds.

The first note is mi but the second two are new notes-re and doh.

Show the children how their hands can move from the flat palm downwards to the slanted hand (re) and then tight fist (doh).

We are going to use these notes in a new song today.

Revise the rhythm game using the following rhythms:

Lighthouse Keeper’s Lunch –mm and rub tummy (jogging, jogging stride)

Scavenging seagulls- aark and make hands flap (jogging walk walk walk)

Hamish the Cat – wash whiskers and say ‘meow’ (walk jogging stride)

Try each in turn and then try mixing them up.

**Main activity (15mins)**

Look at the page in the book in which the three scavenging seagulls are pictured stealing the food from the picnic basket.

One is in the basket on the wire, one is below the basket and one is above the basket.

Draw a line on the board, symbolising the wire and then three seagulls, one on the line/wire, one above and one below.

*Which seagull is the highest, which one is lowest and which one is in the middle?*

Remind the children of mi, re and doh.

*Which seagull could symbolise which sound?*

Teach the children the Seagulls’ Song. (This is based on the Kodaly song, ‘Rain is falling down’ and can be found on the Active Music website or in Singing Games and Rhymes for Early Years).

***Seagulls stealing food (aark!)***

***e e d d C sh***

***Seagulls stealing food (aark!)***

***e e d d C sh***

***Scavenge, scavenge, scavenge, scavenge***

***e e d d e e d d***

***Seagulls stealing food (aark!)***

***e e d d C sh***

Ask the children to

* Sing the song
* Sing and sign the song
* Sign the song and internalise the words
* Sign the song and sing the Kodaly pitch names

***Seagulls stealing food (aark!)***

***Mi mi re re doh sh***

***Seagulls stealing food (aark!)***

***Mi mi re re doh sh***

***Scavenge, scavenge, scavenge, scavenge***

***Mi mi re re mi mi re re***

***Seagulls stealing food (aark!)***

***Mi mi re re doh sh***

Give pairs or groups of children the opportunity to find the tune of the ‘Seagulls’ Song’ on E, D and C chime bars.

LA follow the Seagulls on the board with the E, D and C

MA find the pulse themselves

HA play all the syllables

**Extension:** Ask volunteers to create new phrases using the notes C, D and E and to notate them on blank seagull scores

**Plenary (5mins)**

Ask the children to choose whether to play the pulse and to follow the score on the board or to play all the syllables as we play and sing the song one last time.

**Assess: Can play from simple pitch notation**

**Learning Outcomes:** Children can

Internalise rhythmic patterns

Internalise melodic phrases

Follow the shape of melodic phrases

Pick out 3-note phrases on chime bars

Play from a reduced score

**Lesson 5: 30-40mins**

**Learning intentions:** Children learn

About rhythm

How to notate rhythmic phrases using stick notation

About timbre and texture

How to play in groups

**Introductory activity (10mins)**

Sing, ‘Hello children’ using soh and mi (G and E) and then mi, re and doh (E, D and C)

Revise the time values walk, jogging and stride and their stick notation.

Revise all the food rhythms..

Light House sandwich (walk walk walk walk)

Iced sea biscuits iced sea biscuits (jogging jogging jogging jogging)

Cold- drinks- (stride- stride-)

Mixed seafood salad (walk jogging walk walk)

Cold- chicken (stride- walk walk)

Sausages and crisps (jogging jogging stride)

Peach surprise - (walk walk stride -)

.. and give out white boards to pairs of children.

*Can they write each phrase out in turn using stick notation?*

***Ask the children to take it in turns to write out the rhythm and then to hold it up. Notice who demonstrates understanding of the notation of rhythms using symbols.***

**Assess: Can read and write simple four- beat rhythms using stick notation**

**Main activity (15mins)**

Look at the three ways in which the Lighthouse keeper’s wife tried to stop the seagulls eating her husband’s lunch.

Divide the class into four groups

1. Play ‘Mustard’ on woodblocks (walk walk etc.)
2. Play ‘Cat-‘on triangles (stride etc.)
3. Play ‘Pretty napkins’ on maracas (jogging jogging etc.)
4. Play one of the food rhythms on drums

Each of these instruments has a different sound or ***timbre.*** When two or more groups play together then the sounds create an interesting ***texture.***

Try playing the food rhythm with one of the other group’s rhythm and discuss the effect.

**Extension:** Try playing three or even four rhythms together.

**Top tip: Always start with the pulse or ‘mustard’ in this case**

**Assess: Can maintain an independent part in a small group**

Swap the groups around so that the children experience playing all three time values and one of the food rhythms.

**Plenary (5mins)**

Revise the ‘Keeper’s song’ from lesson 1 and ask the children which of the words has the same time value as ‘mustard’ (‘clean’), ‘pretty napkins’ (‘polish’) and ‘cat’(‘shine’).

**Learning Outcomes:** Children can

Relate sound to symbol

Notate rhythmic patterns

Say, clap and play rhythmic patterns

Work in small groups

**Lesson 6: 30-40mins**

**Learning Intentions:** Children learn

To revisit the learning they have covered

To practise their skills

To perform from a graphic score

To talk about their work

**Introductory activity (10mins)**

Tell the children that they are going to revisit all the songs and instrumental activities they have met whilst exploring ‘The Light House Keeper’s Lunch’.

Show them the score and explain that the first section shows his wife preparing the lunch.

During this section the children will accompany the chant, ‘Chop, chop choppity chop’ with a steady ‘walk’ pulse whilst some say the chant.

The next section shows the three sea-gulls .During this section the y will all play the song on the chime bars, following the seagull score.

The third section shows one of the foods with the ‘pretty napkins’, another with the ‘cat’ and a third with the ‘mustard’. One group will play each food rhythm on the drums whilst the others play the time values.

The last section shows the Lighthouse keeper cleaning his light. Some children will play the song on the chime bars whilst others will either play the clean/walk pulse, polish/jogging or shine/stride.

The instruments will be laid out in the circle ready for them to move to after each section of the piece.

**Main activity (15mins)**

Divide the children into four groups

**Group 1**: Play pulse on the maracas during ‘Chop chop’→ EDC during the Seagull Song →play food rhythm on drums → play ‘Clean’/’walk’ during the Keeper’s song

**Group 2:** Play pulse on the woodblocks during ‘Chop, chop’ → EDC during the Seagull Song →play ‘pretty napkin’ on maracas → play ‘shine’/’stride’ on the triangles during the Keeper’s song

**Group 3:** Play the pulse on the triangles during ‘Chop chop’ → EDC during the Seagull Song → play ‘mustard’ on woodblocks → play ‘polish’/’jogging’ on maracas during the Keeper’s song

**Group 4 (HA):** Say the ‘Chop chop’ chant→ play EDC during the Seagull song → play ‘cat’/’stride’ on the triangles → play the Keeper’s song on G and E chime bars

Practice playing form the score and moving around in groups and record this. If time, try it once more and record the second attempt.

**Plenary (5mins)**

Listen to/watch the recording and ask the children to show with their thumbs up (Yes), to the side (Nearly) or down (No) when you ask the following questions:

*Did we accompany the ‘Chop chop’ chant with a steady beat?*

*Did we play the food rhythms accurately?*

*Did we follow the pitch of the seagulls well?*

*Could the food rhythm plus the ‘cat’, ‘mustard’ and ‘pretty napkins’ rhythms be heard clearly?*

*Did we play and sing the ‘Keeper’s song’ accurately?*

**Learning Outcomes:** Children can

Follow a graphic score

Play a variety of instruments (tuned and un-tuned)

Play rhythmic and melodic patterns within small groups

Maintain a part within a small group

**The Light House Keeper’s Lunch**

**Assessment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of child** | **Can sing soh/mi songs** | **Can track the shape of pitched phrases** | **Can say and clap rhythms in 4** | **Can read and write simple four- beat rhythms using stick notation** | **Can play from simple pitch notation** | **Can maintain an independent part in a small group** |
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**3 = emerging 2 = achieving 1 = exceeding**