

## **The Ugly Bug Ball (Musical Minibeasts)**

### **The aim of this unit is:**

- To introduce children to a variety of enjoyable songs, chants, games, stories and music – all about mini-beasts!
- To help children to identify the pulse of songs and chants through movement and percussion.
- To explore vocal and instrumental sounds.
- To make instruments from everyday items.
- To play and sing individually and in groups.
- To recognise, create and play simple rhythmic patterns.
- To respond to changes in tempo (speed) when moving and playing.
- To identify the timbre of different instruments.
- To control changes in dynamics (volume) when playing.
- To create a graphic score and perform it.
- To create dance movement in response to music.

### **LINKS TO THE STEPPING STONES**

#### **Children are given the opportunity to:**

- Join in favourite songs – sing a few simple, familiar songs – sing to themselves and make up simple songs – begin to build a repertoire of songs.
- Show an interest in the way musical instruments sound – explore and learn how sounds can be changed – explore the different sounds of instruments.
- Respond to sound with body movement – tap out simple repeated rhythms and make some up.
- Enjoy joining in with dancing and ring games – imitate and create movement in response to music – begin to move rhythmically.

# Musical Activity 1

## **Musical content:**

- The children will sing a simple song and make up new verses.
- They will add instruments to the song.
- They will play a listening game.
- They will learn an action song.
- They will learn a simple chant and move to its pulse.

## **Learning intentions:**

- To sing a variety of songs and with enthusiasm and awareness of pitch.
- To explore alliterative sounds.
- To explore and identify instrumental sounds.
- To move to a steady pulse.
- To respond to changes of tempo.

## **Resources:**

- ‘There’s a worm at the bottom of the garden’ from ‘Musical Starting Points with Young Children’ by Jean Gilbert or ‘This Little Puffin’ compiled by Elizabeth Matterson.
- Tweenies Song Time or Fun Song Factory: Favourite Action Songs and Nursery Rhymes (Early Learning Centre).
- Singing Games and Rhymes for Early Years (NYCoS).
- An Early Start in Music by Eileen Diamond
- A CD/tape player.
- C E F and G chime bars.
- Pictures of mini-beasts (see ‘preparation’).
- A variety of percussion.

## **Preparation:**

Using a C and F to start, sing. ‘There’s a worm at the bottom of the garden’. The children will probably know this song as it is sung on several well-known children’s programmes. It is also sung on the Tweenies Song Time video tape and the Fun Song Factory tape. You may prefer to have these as your backing tracks.

You may find that the children know different 7<sup>th</sup> lines. In ‘Musical Starting Points’ the line reads, ‘The Neighbours say he’s a terrible fright’. In ‘This Little Puffin’ the line reads, ‘Whatever else the people do say’. The children will probably know the words of the latter but the tune of the former! Putting them together the song is as follows:

**There's a worm at the bottom of my garden**

**C CF FF E FGE F C**

**And his name is Wiggley Woo**

**A Bb C CBb AG F**

**There's a worm at the bottom of my garden**

**C CF FF E FGE F C**

**And all that he can do**

**A G G AB C**

**Is wiggle all night and wiggle all day**

**C' D' D' C' Bb D' C' C' Bb A**

**Whatever else the people do say**

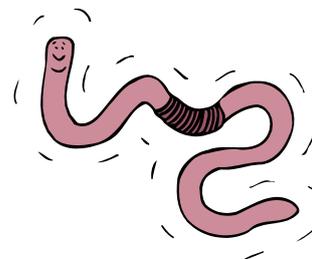
**C Bb A G F AA F D**

**There's a worm at the bottom of my garden**

**C CF FF E FGE F C**

**And his name is Wiggley Woo**

**A Bb C CBb AG F**



The children are going to play the rhythm 'Wiggle all night' and 'Wiggle all day' on instruments then make up new verses.

Here are some suggestions:

1. There's a snail at the bottom of my garden and his name is Slithery Sid. He slithers all night and he slithers all day (tambourine shaken).
2. There's a slug at the bottom of my garden and his name is Slimey Sam. He slimes all night and he slimes all day (a rainstick would make a lovely accompaniment for this verse. If you and the children agree, do not try to play an accurate rhythm with it).
3. There's a bee at the bottom of my garden and his name is Bumbling Ben. He bumbles all night and he bumbles all day (maracas).
4. There's a spider at the bottom of my garden and her name is Scuttling Sue. She scuttles all night and she scuttles all day (octachime or clatterpillar).
5. There's a beetle at the bottom of my garden and his name is Bustling Bill. He bustles all night and he bustles all day (guiros/cabasa).

During the long activity, the children will be identifying who is at the bottom of the garden when you play hidden sounds.

Listen to 'Snail, snail' (p.17 Singing Games and Rhymes) and sing it without the CD, using G and E to start.

Snail, snail, snail, snail, go around and round and round.  
G E G E G GA A G G E



The children will walk to the pulse (see underlined words).  
Think of another mini-beast that moves quickly, e.g:

Ant, ant, ant, ant, march around and round and round.

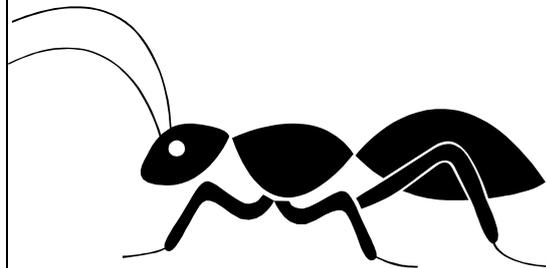
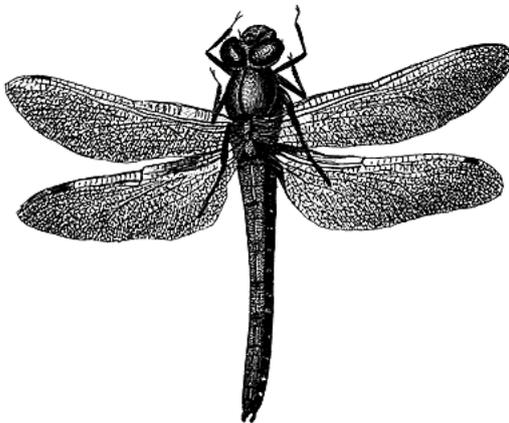
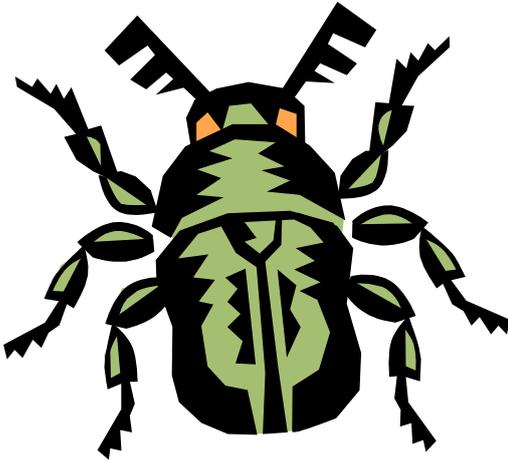
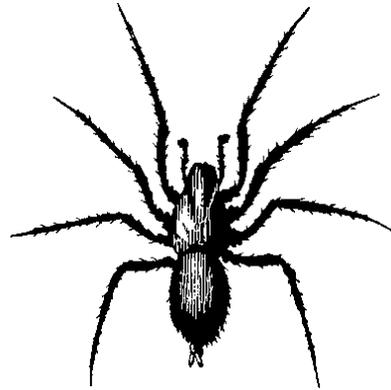
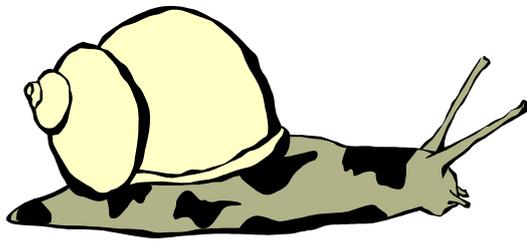
Spider, spider, spider, spider, run around and round and round.

If following the long activity, listen to 'Jumpy, jumpy' (p.18 An Early Start). Sing along with track 8. The six verses are jumpy, jumpy, clappy, clappy, swingy, swingy, flappy, flappy, slidey, slidey and stretchy, stretchy.

Track 30 is backing track and you will be adding the following verses:

1. Slidey, slidey (slide feet along the floor as if a snail).
2. Scuttle, scuttle (scuttle like a spider on all fours or with fingers in the air).
3. Digging, digging (dig with head and arms like a beetle).
4. Flutter, flutter (arms fluttering gently like a butterfly standing still).
5. Flitting, flitting (arms beating quickly like a dragonfly. Flit quickly to another space).
6. Marching, marching (march like ants behind someone else).

Use the mini-beast prompt cards to help the children remember what to do next.



## SHORT ACTIVITY 1:

### 5 mins

Tell the children that all the songs and games they will be taking part in will be about mini-beasts. Ask the children if they know a name of a mini-beast and show them some pictures.

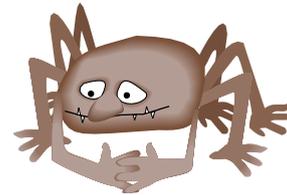
Listen to 'Snail, snail' and try singing it whilst gently tapping the knees. Does a snail move quickly or slowly? Stand in a line and lead the children, walking very definitely to the beat. Now try the same with 'ant, ant' and 'spider, spider'. Use the game to form a circle for the next activity.

### 10 mins

Listen to/play 'There's a worm at the bottom of the Garden'. Many of the children will already know this song but if not, help them to learn it by singing it to them phrase by phrase and asking the children to sing it back. Now ask the children to wiggle their fingers like a worm on 'wiggle all night' and 'wiggle all day'. Lay some instruments in the middle of the circle and ask a child to find a wiggly sound (maybe jingles). Give a set of that instrument out to children sitting to the left of you in the circle and then sing the song with the children wiggling their jingles or fingers on 'wiggle all night' and 'wiggle all day'.

Repeat this activity with as many other mini-beasts as you have time for, e.g.

Snail/Slithery Sid (tambourine shaken).  
Slug/Slimey Sam (rainstick)  
Bee/Bumbling Ben (maracas/egg shakers)  
Spider/Scuttling Sue (Octachime/clatterpillar)  
Beetle/Bustling Bill (Guiro/cabasa)



## LONG ACTIVITY 1:

### 15 mins

Follow the activities in 'Short Activity 1'.

### 5 mins



Take three of the instruments you have used (e.g. jingles, rainstick, guiro) and hide them behind a large book. Leave another example of each instrument on the carpet and make sure that the children remember which sound represented which mini-beast. Play a sound and call out, 'who's at the bottom of the garden?' The children must call out 'a worm/a slug/a beetle', depending on which sound they hear.



Extend the game by using more sounds. Some of the sounds are quite similar, e.g tambourine and jingles, the guiro and clatterpillar).



Extend the game by using all the sounds and by playing two simultaneously.

#### **4 mins**

Listen to 'Jumpy, jumpy' and ask the children what actions they heard. Stand up and ask the children to do as the song asks (Track 8).

#### **4 mins**

Now show them your mini-beast cards. Ask them to show you how they slide like a snail, scuttle like a spider, dig like a beetle, flutter like a butterfly, flit to a new space like a dragonfly and march like an ant.

You will hold up each card in turn and sing the words whilst the children do the actions. (Track 30).

#### **2 mins**

##### **Reflection:**

Ask the children for examples of mini-beasts that they sung about who move quickly (e.g. dragonfly, spider) and slowly (e.g. snail, slug).

##### **Assessment:**

Can the children sing a simple chant accurately?

Can they play with control?

Can they move to a steady pulse?

Can they respond to changes of tempo?

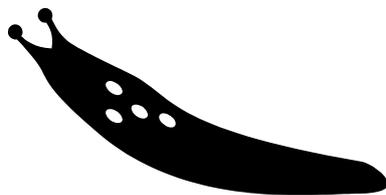
Can they identify instrumental sounds?

##### **Music corner/table activity:**

Lay out your mini-beast cards and a selection of instruments and ask pairs of children to find sounds that would illustrate the way in which the creature moved.



Ask the children to make up another verse for 'There's a worm at the bottom of my garden'. It does not have to be alliterative and could be any creature.



## Musical Activity 2

### Musical content:

- The children will learn a new chant and move to it.
- If following the short activity, they will play a listening game and learn an action song.
- If following the long activity they will add instrumental sounds and actions to a song and revisit another action song.

### Learning intentions:

- To move to a steady beat.
- To respond to changes in tempo (speed).
- To identify instrumental sounds.
- To explore and select instrumental sounds.
- To play with control.
- To sing with confidence and enthusiasm.
- To create movements in response to words.

### Resources:

- Singing Games and Rhymes for Early Years (NYCoS).
- Bobby Shaftoe clap your hands (A&C Black).
- An Early Start in Music by Eileen Diamond.
- D E and G chime bars.
- A variety of percussion.
- A CD player
- Minibeast 'prompt' cards (see Activity 1).

### Preparation:

Read the chant, 'Slowly, slowly' (p.43 Singing Games and Rhymes) and tap the pulse, e.g. Slowly, slowly, very slowly, creeps the garden snail \_. Now walk your fingers up your arm to that pulse.

Run your fingers around the palm of your hand to a faster pulse (it is actually the rhythm of the words of the next verse), e.g: faster, faster, so much faster, runs the little mouse.

If following the short activity you will need to listen to 'Jumpy Jumpy' (p.18 An Early Start) and follow the instructions in 'Preparation, Long Activity 1'. You will

also need to gather together the instruments that the children used to accompany 'There's a worm at the bottom of the garden' (see Long Activity 1).

If following the long activity, try singing 'Tiny Caterpillar' (No.13 Bobby Shaftoe). The tune is 'She'll be coming round the mountain' and your starting notes, D, E and G.



There's a tiny ...  
D      E G G

The children will be adding the actions suggested and selecting instrumental sounds to accompany them, e.g:

Wiggle (jingles)  
Munch (tambourine tapped)  
Spin (guiro/octachime)  
Flap (tambour tapped)

The children will also revisit your made-up verses to 'Jumpy, Jumpy' (see preparation for Long Activity 1). Listen to the song (p.18 An Early Start) and practise singing the new lyrics over backing track 30. Find your mini-beast 'prompt' cards to help the children. They might also like to join in with the singing today.

## SHORT ACTIVITY 2:

### 4 mins

Ask the children what all the songs, chants and games were about last week.

Teach them 'Slowly, slowly', using the fingers immediately to show the pulse. Now teach them the second verse, making sure that their fingers are still keeping a steady, if faster, pulse.

(You might like to change the subject of this verse from mouse to 'louse').

### 3 mins

Take out three (🐛) or four (🐛🐛🐛🐛) instruments and ask the children to remember which mini-beast the sound represented last time. Hide the instruments and place another example of each of the carpet. Play a sound and call out, 'Who's at the bottom of the garden?'. The children must call out the name of the mini-beast.



**Extension:** Use similar sounds (eg. Jingles, maracas and tambourine).



**Extension:** Play two sounds simultaneously.

### 8 mins

Listen to 'Jumpy, Jumpy' (Track 8) and ask the children to join in with the actions. They will jump on the words 'Jumpy' and 'Jump'.

Now show them your mini-beast cards and ask them to show you how they slide like a snail, scuttle like a spider, dig like a beetle, flutter like a butterfly, flit to a new space like a dragonfly and march like an ant. You will hold up each card in turn and sing the words whilst the children do the actions (Track 30).



## LONG ACTIVITY 2:

### 5 mins

Teach the children, 'Slowly, slowly' as in Short Activity 2.

### 7 mins

Explain that there are some creatures who will move in two different ways during their life-time. Use the D, E and G chime bars to sing the first verse of 'Tiny Caterpillar'. Ask the children to sing it with you, wiggling their fingers on the word 'wiggle'. Repeat this with the next three verses and then explain that we have to remember all the actions in order during the final verse. Now sing the entire song.

### 8 mins

Lay out some instruments on the carpet and ask volunteers to choose sounds to play on 'wiggle', 'munch', 'spin' and 'flap'. You may like to give half the group instruments and ask the other children to perform the actions. Practise each verse in turn and then perform the entire song.



If not all the children had instruments, swap over activities and perform the song again.

(NB: For ease of direction by you, give out sets of instruments to children who are sitting together, rather than dotting them around the circle).

### 7 mins

Ask each group to put their instruments away and then hold up each of your mini-beast prompt cards in turn. Can the children remember what each creature did? (slide/snail, scuttle/spider, dig/beetle, flutter/butterfly, flit/dragonfly, march/ant). Play track 30 and invite the children to help you sing as well as join in with the actions.

**3 mins**

**Reflection:**

Ask the children what their favourite movement was today?

Can they think of another mini-beast and show you how it might move?

Have they got a favourite instrumental sound?

Is there a sound which might sound like another mini-beast? (The guiro sounds a bit like a cricket).

**Assessment:**

Can the children move to a steady beat?

Respond to changes in tempo?

Can they identify instrumental sounds?

Can they play with control?

Can they move imaginatively and with awareness of pulse?

**Music corner/table activity:**

Give more children the opportunity to select sounds to illustrate the way in which the creatures on your mini-beast cards might move.



Leave a shoe box on the table. Ask one child to hide a selection of instruments behind it and to play a sound. The other child should pick up the mini-beast card which he or she thinks corresponds to that sound.



## Musical Activities 3 and 4

*At this point you may wish to decide which long activities to follow.  
Long Activities 3 and 4 are based upon Eric Carle's book, 'The very busy spider'.  
Long Activities 3a and 4a are based upon Eric Carle's book 'The very hungry caterpillar'.*

*Short activities 3 and 4 remain separate and are as follows:*

### SHORT ACTIVITY 3:

#### Musical content:

- The children will learn an action song and add instrumental sounds to it.
- They will revisit an action song.

#### Learning intentions:

- To move to a steady beat.
- To respond to changes in tempo (speed).
- To explore instrumental sounds.
- To play with control.

#### Resources:

- Bobby Shaftoe, clap your hands (A&C Black).
- Singing Games and Rhymes for Early Years (NYCoS).
- CD player (optional).
- D, E and G chime bars.

#### Preparation:

Using a D E and G to start, try singing 'Tiny Caterpillar' (No.13 Bobby Shaftoe). The tune is, 'She'll be coming round the mountain'. Add the actions to each verse and think what instruments might accompany them, e.g.

Wiggle (jingles)  
Munch (tambourine tapped)  
Spin (guiro/octachime)  
Flap (tambour tapped)



Listen to 'Snail, snail' (p.17 Singing Games and Rhymes) and then use G and E to help you sing it alone (Snail, snail).

G E

In Musical Activity 1 you also moved a little faster to:

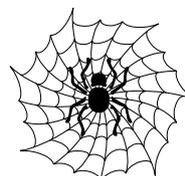
'Ant, ant, ant, ant, march around and round and round'.

G E G E G A G A G G E

You moved very quickly to:

'Spider, spider, spider, spider, run around and round and round'.

G G E E G G E E G G A A G G E



### 10 mins

Ask the children what mini-beasts have been at the bottom of the garden so far. Sing them 'Tiny Caterpillar' (using your D, E and G chime bars to start) and encourage them to join in the actions with you. What actions did they see? Ask volunteers to pick sounds from a selection of instruments you have laid out on the carpet. Once they have picked them, sit the children in order around the circle and give out some more of the same instruments to some of the children sitting near them.

Ask those without instruments to help you sing and to make the actions.

Ask those with instruments to play them when they see the other children making the action which fits their verse.

Swap over tasks and repeat the activity.

Pack away the instruments and ask the children to form a line behind you. Lead them in 'Snail, snail'. If you have lots of children in your group, ask some to sit down and help yousing and keep time by tapping the pulse on their knees. They can also watch to see who is stepping in time. Repeat with 'Ant, ant' and 'Spider, spider'.

### Assessment:

Can the children move to a steady pulse?

Can they respond to changes in tempo?

Can they play with control?

## SHORT ACTIVITY 4:

### Musical Content:

- The children will learn a chant.
- They will revisit a song and add instrumental sounds to it.
- They will play a rhythm game called, 'Where's Slimey Sam?'

### Learning intentions:

- To sing a variety of songs and chants with confidence, enthusiasm and awareness of pitch.
- To play a steady pulse.
- To play rhythmic patterns.
- To combine pulse and rhythm.
- To identify rhythmic patterns.



### Resources:

- Singing Games and Rhymes for Early Years (NYCoS).
- 'Wiggly Woo' from 'Musical Starting Points with Young Children' by Jean or Gilbert).
- 'This Little Puffin' compiled by Elizabeth Matterson
- Tweenies Song Time or Fun Song Factory: Favourite Action Songs and Nursery Rhymes (Early Learning Centre).
- CD/tape player.
- C and F chime bars.
- Early Learning Centre Velcro vegetables (optional).

### Preparation:

Listen to 'Chop, chop' (p.4 Singing Games and Rhymes) and say it whilst tapping the pulse on your knees, i.e:

Chop, chop, choppity chop, chop off the bottom and chop off the top.

What we have left we will put in the pot, chop, chop, choppity chop.



You will ask the children to mark this pulse by 'chopping' the palm of one hand with another. They will then choose a vegetable and clap the rhythm of it's name, e.g:

Carrot, cauliflower, peas.

The Velcro vegetables might help the children decide.



 You will ask the children to do as above (  ) but will then ask them to chop the rhythm of the chant, e.g:

Chop chop chopitty chop, chop off the bottom and chop off the top etc.

 You will ask the children to do as above (  &  ) and will then try to combine the pulse and the rhythm by dividing the children into two groups. Group one will say ‘chop, chop, chop, chop’ and start first. When you feel that they are secure, you will ask group two to say and chop the rhythm of the entire chant on top.



Follow the ideas in the ‘preparation’ section of ‘Musical Activity 1’ before you sing ‘There’s a worm at the bottom of the garden’. You will not be adding the instruments today, only the actions.

Notice that ‘Slithery Sid’, ‘Bumbling Ben’, ‘Scuttling Sue’, ‘Bustling Bill’ and ‘Wiggly Woo’ all have the same rhythmic pattern (Slithery Sid). Tap that pattern on some claves or on a tambour. ‘Slimey Sam’ has a different pattern. You will see if the children can notice when you play that pattern by making their hands ‘wobble slowly together.

 You may like to play some other patterns in order to ‘hide’ Slimey Sam, e.g:

Long long, short-short short-short, long short-short, short-short long.  
(Sli - mey Sam)



### 5 mins

 Teach the children ‘Chop, chop’ and ask them to chop the pulse with one hand on the palm of the other. Use the plastic vegetables to help them choose what to put in the pot and then ask them to clap the rhythm of each vegetable’s name.

Ask the children to tap the rhythm of the chant.

### 2 mins

 Try putting the pulse and rhythm together (see preparation).

### 5 mins

Remind the children of the song, ‘There’s a worm at the bottom of my garden’ and decide on actions for each verse which they will do on the name (e.g. Wiggly Woo) and on the verb each time (e.g. wiggles all day). Sing the entire song with either tape backing to start or by using the C and F chime bars.

### 5 mins



Ask the children to clap each of the mini-beast's names. Which one is different?

### 3 mins



Explain the game 'Where's Slimey Sam?' If you clap the rhythm, 'wiggly woo', they must clap it back but if you clap, 'Slimey Sam' they must make the hands 'slime' along the ground in front of them.



*Extension: Hide 'Slimey Sam' amongst some other rhythms.*

### Assessment:

Can the children play a steady pulse?

Can they play a rhythmic pattern?

Can they play in small groups in order to combine the two?

Can they tap out patterns of syllables?

Can they internalise simple patterns?

## LONG ACTIVITY 3: (based upon ('The very busy spider'))

### Musical content:

- The children will revisit a chant and add actions.
- They will read 'The very busy spider' by Eric Carle and add instrumental and vocal sounds to it.
- They will revisit a song.

### Learning intentions:

- To move in response to the pace of words in a chant.
- To explore and select vocal and instrumental sounds.
- To explore the different speeds at which sounds might be played.
- To explore the different timbre of tuned percussion.
- To perform with control in small and large groups.
- To become aware of structure and repetition in story and music.



### Resources:

- Singing Games and Rhymes for Early Years (NYCoS)
- 'The very busy spider' by Eric Carle.
- A variety of percussion instruments.
- A xylophone and a metallophone or glockenspiel.



- ‘There’s a worm’ from ‘Musical Starting Points with Young Children’ or ‘This Little Puffin’.
- ‘Tweenies Song Time’ tape/video or
- ‘Fun Song Factory: Favourite Action Songs and Nursery Rhymes’
- CD/Tape player.

### Preparation:

Listen to ‘Slowly, slowly’ (p.43 Singing Games and Rhymes) and look at ‘preparation’ for Musical Activity 2 in order to remind yourself how you played this game with the children last time.

Read Eric Carle’s, ‘The very busy spider’.



The children will be adding their own sounds to illustrate the wind (vocal/jingles/tambourine/rainstick) and the spider spinning (maracas/cabasa/guiros). They will be adding vocal effects to illustrate each animal and asking the question each time.



The children will be adding their own sounds to illustrate:

The wind (vocal/jingles/tambourine/rainstick).

The silky thread (a chime bar/Indian bells).

The spider spinning (octachime/clatterpillar).

The horse riding (vocal/coconut shells/two tone block).

The cow eating (maracas shaken slowly/vocal)

The sheep running (vocal/claves).

The goat jumping on rocks (vocal/woodblocks).

The pig rolling (vocal/guiro).

The dog chasing (tambour tapped lightly/vocal).

The cat napping (vocal/rainstick).

The duck swimming (vocal/castanets/tambourines).

The rooster (vocal).

The fly (cabasa/egg shakers).

The owl (vocal).

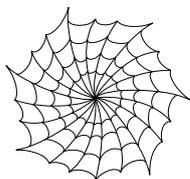


The children will illustrate all the animals as above () but will use a xylophone to illustrate the spider spinning and glockenspiel or metallophone to illustrate the continuous thread.

Listen to ‘There’s a worm at the bottom of the garden’, if you have it on tape. If not, use C and F as starting notes. Look at the preparation for this song in ‘Musical Activity 1’. The worm wiggled using jingles, the snail slithered using a shaken tambourine, the slug slimed using a rainstick, the bee bumbled using the maracas, the spider scuttled using the octachime and clatterpillar and the beetle bustled using the guiro and cabasa. All these instruments will already be in front of the children and can be redistributed for this song.

### 5 mins

Remind the children of 'slowly, slowly' and try the actions.



### 5 mins

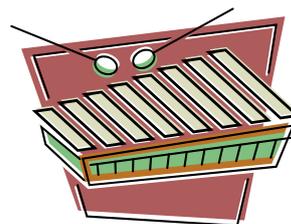
Read the children, 'The very busy spider' and ask them what the spider was doing through most of the story (spinning). Ask children to select spinning sounds from the centre of the circle (🌀 You might like to give out some instruments and ask the children to find the sounds). Now talk about what the spider was spinning (a long silvery thread). Will they want a long or short sound to represent this (long). Ask a child to find a long sound and notice if they choose the chime bar in particular.



### 5 mins

Introduce the idea of the spinning and the thread and ask the children which might need a short sound and which a long sound. Ask volunteers to play a single note on the xylophone and then the metallophone or glockenspiel. Which is longer? Ask the child with the xylophone to make up a pattern that repeats and is circular like a spinning wheel or a spider's web, e.g G A G F G A G F etc. This could be played by one child or two children could make up circular patterns on the same instrument.

Ask the child/children with the metallophone or glockenspiel to make up a continuous sound. It could be one repeated note or two played together or in sequence. This sound must be particularly quiet as it will repeat throughout the entire story.



### 5 mins

Now take each animal in turn and give groups of children the task of illustrating it: (🌀 vocally), (🗣️ 🐔 vocally and instrumentally).

Make sure that each group is sitting in 'story-book' order around the circle. Now read the story, showing each group when to play or vocalise by pointing to the pictures. Next time you will not read the story. They will tell it with their vocal and instrumental sounds.

### 10 mins



Remind the children of 'There's a worm at the bottom of the garden' and sing it through, adding the actions in the appropriate places. Now redistribute the instruments so that instruments for each mini-beast are in the correct place around the circle and sing the song again with the instrumental accompaniment.

### 5 mins



You will have less time to sing the song so you might just add the actions or play all the sounds on every verse.

### **2 mins**

Pack the instruments away, either mini-beast by mini-beast or by pointing to the pictures in the story.

### **3 mins**

#### **Reflection:**

Ask the children what their favourite sound was today.

What instrument particularly sounded like one of the animals or actions in the book?



Can the children name another instrument that they used which had a short sound like the xylophone? (e.g. woodblock/tambour).

Can they name an instrument that made a long sound like the glockenspiel or metallophone? (e.g. Indian bells/rainstick).

#### **Assessment:**

Can the children move to a steady beat?

Can they respond to changes in tempo?

Can they select instrumental sounds?

Can they play with control and concentration?



Can they identify short and long sounds?

#### **Music corner/table activity:**

Leave out 'The very busy spider' and the selection of instruments you chose to illustrate the book.



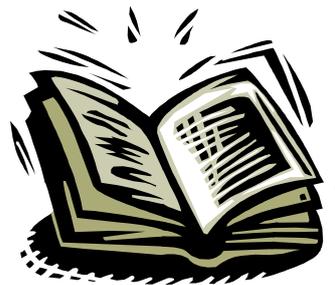
Ask pairs of children to try making sounds to represent the wind, the spider spinning and the long thread.



Ask pairs of children to work together in order to retell the story with the sounds.



Give pairs of children the opportunity to make up spinning music on a xylophone and music to show the spider's thread on a glockenspiel or metallophone.



## LONG ACTIVITY 4:

### Musical content:



- The children will learn a new song.
- They will add some percussion to it.
- They will revise their work on 'The very busy Spider', perform and tape it.

### Learning intentions:



- To sing simple songs with accuracy and enjoyment.
- To play with control and awareness of pulse.
- To play in small groups.
- To perform with awareness of ensemble and structure.

### Resources:



- 'What's the Difference?' By Niki Davies.



- A CD player
- Two 'A' chime bars.
- Some finger cymbals/Indian bells.
- 'The very busy spider' by Eric Carle.
- A variety of percussion instruments.



- A xylophone and a metallophone or glockenspiel.
- A tape recorder and blank cassette.

### Preparation:

Listen to 'Money Spider' (p.17 What's the difference). Some actions are suggested on page 20 but you might like to think of some more to help the children learn the words (or the children might like to help you think of some).

Verses 1, 2 and 4 have the same tune and verse 4 is a repeat of verse 1. You might like to start by singing verse 1 first and then adding verse 4. By this time, the children will have heard verses 2 and 3 a couple of times. Each time you learn a new verse, go back over the verses you have already learnt so that it becomes a cumulative process.



During this session you might just like to sing verses 1 and 4.



During verses 1, 2 and 4 you will ask a couple of children to play an 'A' chime bar. It will fit with the words like so, 'Money spider, you're so small

A A A A  
I can hardly see you at all'.  
A A A A

During verse 3 you will ask some children to play a pulse on finger cymbals and/or Indian bells. They will only play during the first three lines as the piece slows down and then returns to the normal speed on line 4.

Will you bring me luck today? If I'm kind, please will you stay? Will you bring me luck today?

(If you feel that your children will be able to notice the change of speed, they can continue to play the fourth line. 'Money sp\_i-der?)



Read the 'preparation' section of Long Activity 3 and remind yourself of what the children did during that session. You will be practising that during this activity and will perform and tape it. You will need a tape player that records and a blank cassette.

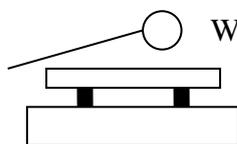
### 10 mins

Introduce 'Money Spider', listen to it and learn it, as suggested in 'preparation'.



Sing the first two verses again and ask the children to tap their knees (Money spider, you're so small). Notice who is tapping confidently in time and give out your 'A' chime bars. Sing the first two verses with chime bar accompaniment and then tap the pulse of the third verse.

Notice who is keeping in time and if any of the children alter their taps when the speed changes. Give out finger cymbal/Indian bells to those children.



When you perform the entire song, ask those without instruments to perform the actions. You will pretend to play the chime bar during verses 1, 2 and 4 and the bells during verse 3, thus modelling the pulse for the instrumentalists.

### 5 mins

Talk to the children about the musical activities they took part in last week. Can they remember what the story was about, what the spider was doing and who came to see her? What music returned the most?



Ask the children who made up spinning music and music for the thread to sit in front of the xylophone and glockenspiel/metallophone and try to remember their tune by playing very quietly. Meanwhile, point to each picture and ask the children to collect their instruments. (You may like to give out instruments around the circle, regardless of what the children played last time as it will save time. If you think they would like to play the some 'character' as last time, organise the children quickly so that they are sitting in order around the circle.

### 3 mins

Practise the story with the words.

 The children added instrumental sounds to the wind (jingles/tambourine/rainstick), the spider spinning each time (maracas/cabasa/guiro) and vocal sounds for each animal.

 The children added the above sound effects but also added instrumental effects to illustrate each animal and the silver thread (  ) added a chime bar sound).

### 3 mins

Now practise it again without the words. You will just point to the picture when you want each group to play.



The children illustrating the thread will play quietly throughout.



The spinning music will return whenever you point to the spider.



As you point to each animal the children will make their vocal animal sounds and ask the question.

### 3 mins

Now play the story through again, without words and record it.

### 2 mins

Put the instruments away and sit down ready to listen to the recording.

### 4 mins



#### Reflection:

Listen to the recording and ask the children if they are pleased with it.

Could they hear all the sounds?

Which sounds did they like best?



Could the thread music be heard or was it too loud/quiet?

Were the children playing the spinning music always ready?

#### Assessment:

Can the children listen and perform with concentration?

Can they play with control?

Are they aware of the piece as a whole?

Can they comment on their work?

#### Music corner/table activity:

Leave out a xylophone and ask pairs of children to make up music to show the busy spider spinning.

Ask children to also show the spider climbing up and down the thread.

## LONG ACTIVITY 3A: (based upon 'The very hungry caterpillar')

### Musical content:



- The children will learn a chant.
- They will read 'The very hungry caterpillar' and add instrumental sounds to it.
- They will use some of the pictures from the book in a graphic score and play from it.
- They will use tuned instruments to compose melodies for the caterpillar and butterfly.
- They will play some food rhythms.

### Learning intentions:



- To sing and chant with confidence.
- To explore instrumental sounds.
- To relate sound to symbol.
- To play in small groups.
- To identify ascending sounds.
- To explore patterns and sounds on tuned instruments
- To identify and play simple rhythmic patterns.

### Resources:



- Singing Games and Rhymes for Early Years (NYCoS).
- Velcro Plastic Vegetables (Early Learning Centre – optional).
- The very hungry caterpillar by Eric Carle
- The very hungry caterpillar prompt cards.
- A variety of percussion instruments.
- A glockenspiel or metallophone.
- A fruit score (see preparation).
- A xylophone and two glockenspiels/metallophones.

### Preparation:

Listen to 'Chop, chop' (p.4 Singing Games and Rhymes) and read the 'preparation' section of 'Short Activity 4'.



The children will be adding a pulse to the chant and playing vegetable rhythms.



The children will be adding a pulse to the chant, tapping the rhythm of the words and then tapping vegetable rhythms.



The children will be tapping the pulse and rhythm simultaneously and then tapping vegetable rhythms.

*A reminder:*

**Pulse:** Chop, chop, choppity chop, chop off the bottom and chop off the top.

**Rhythm:** Chop chop chopitty chop, chop off the bottom and chop off the top.

Read 'The very hungry caterpillar'. The children will be selecting sounds to represent the following (my suggestions in brackets):

The moon (cymbal played with a soft beater.

Egg (Indian bell).

Sun (glockenspiel or metallophone)

Pop (claves/castanet)

Caterpillar (clatterpillar/cabasa/guiro) (  xylophone)

Apple (woodblock)

Pears x 2 (triangle)

Plums x 3 (tambourine)

Strawberries (tambour)

Oranges x 5 (egg shakers)

Stomach ache (caterpillar sounds/melody played very slowly and quietly)

Nice green leaf (maracas)

Big caterpillar (caterpillar sounds/melody played very slowly and loudly)

Spinning the cocoon (octachime/rainstick)

Nibbling (claves)

Butterfly (jingles/finger cymbals) (  glockenspiel or metallophone)

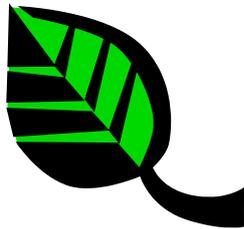
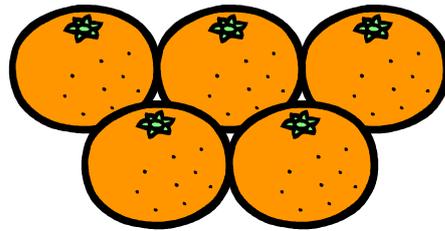
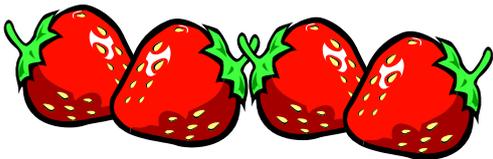
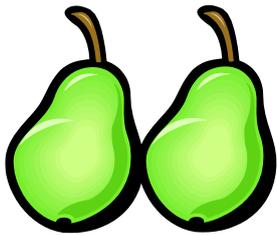
Enlarge and cut out the prompt cards (see over).



The children will play the fruit score so you will need to enlarge this and copy it onto your board.



**POP!!**







**5 mins**

**8 mins**

Listen to, or teach the children 'Chop, chop'. Ask them to pretend that one hand is a knife and the other a chopping board and to chop the vegetables on the board. (Chop, chop, choppity chop).

Ask individuals to choose a plastic vegetable and to chop out the pattern of it's name, i.e. carrot, cauliflower.



Now ask the children to tap out the pattern that the words 'chop, chop, choppity chop' make on their knees.



Divide the children into two groups. Ask one group to 'chop' the pulse, i.e. chop, chop, chop, chop etc. The other group should tap the rhythm of the chant on their knees, (chop, chop, choppity chop). Start the first group off and when they are sounding confident, tell them to keep going whilst you start the second group off.

**5 mins**

Tell the children that they might think of the pattern that some of the food names might make as you read them the story of 'The very hungry caterpillar'.

**5 mins**

You have 13 different sounds to make so you need to divide the children up accordingly. If you only have a small group of children, one group can play all the fruit sounds, leaving you with 9 sounds.

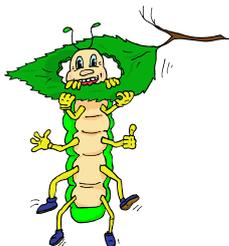
You may like to lay the sounds out on the carpet and choose the main sounds first, i.e. moon/sun/caterpillar/spinning/egg/butterfly and then simply give out the other sounds. Lay the card that applies to each child or group in front of them.



Talk to the children about how they might show the sun coming up on the glockenspiel or metallophone. (The sounds could go up or ascend).



Ask volunteers to play some notes on the xylophone and then the glockenspiel/metallophone. How do the sounds differ? (The sound of the xylophone is short/wooden/clip-cloppy/clicky and the sound of the glockenspiel is long and silvery).



Which sound would they like for the caterpillar and which for the butterfly. Ask two volunteers to try making up patterns which might show the caterpillar crawling over a leaf or eating busily. Ask another two children to find sounds that show the butterfly sunning its new wings and perhaps gently flapping them. Which sounds will be faster and shorter?

**10 mins**

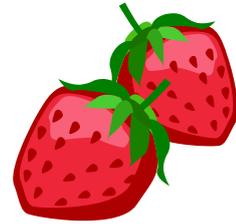
You are now ready to tell the story. When you point to each picture, the appropriate children will play.

**5 mins**

The children playing the food rhythms will play the pattern of each name as you point to the fruit and everyone will say the names of the other food out loud. When the caterpillar gets stomach ache, ask the children playing his tune/sounds to play slowly and quietly and when he grows large, ask the same children to play his tune/sounds slowly and loudly.

**5 mins**

Show the children your fruit score and divide the circle into 5 groups and place one of the fruit cards in front of each. Ask each group to play the rhythm of their word. Now point to each fruit on the score so that the children get used to where their fruit is. They will play the pattern of the name every time you point to their fruit. You will play the score in its entirety next time.

**5 mins****2 mins****Reflection:**

Put the instruments away and ask the children to remember their favourite sound.



Can they remember why they chose the xylophone to be the caterpillar/butterfly and the glockenspiel to be the butterfly/caterpillar? (I put both because your children might not have made the same choice as another group of children!).

**Assessment:**

Can the children keep a steady pulse?

Can they tap out the rhythm of a chant?

Can they combine the two in small groups?

Can they explore and select sounds to illustrate a story?

Can they relate the duration (length) pace (speed) and pitch of sound to the movement of characters or objects?

Can they play with control?

Can they relate symbols to sound?

**Music corner/table activity:**

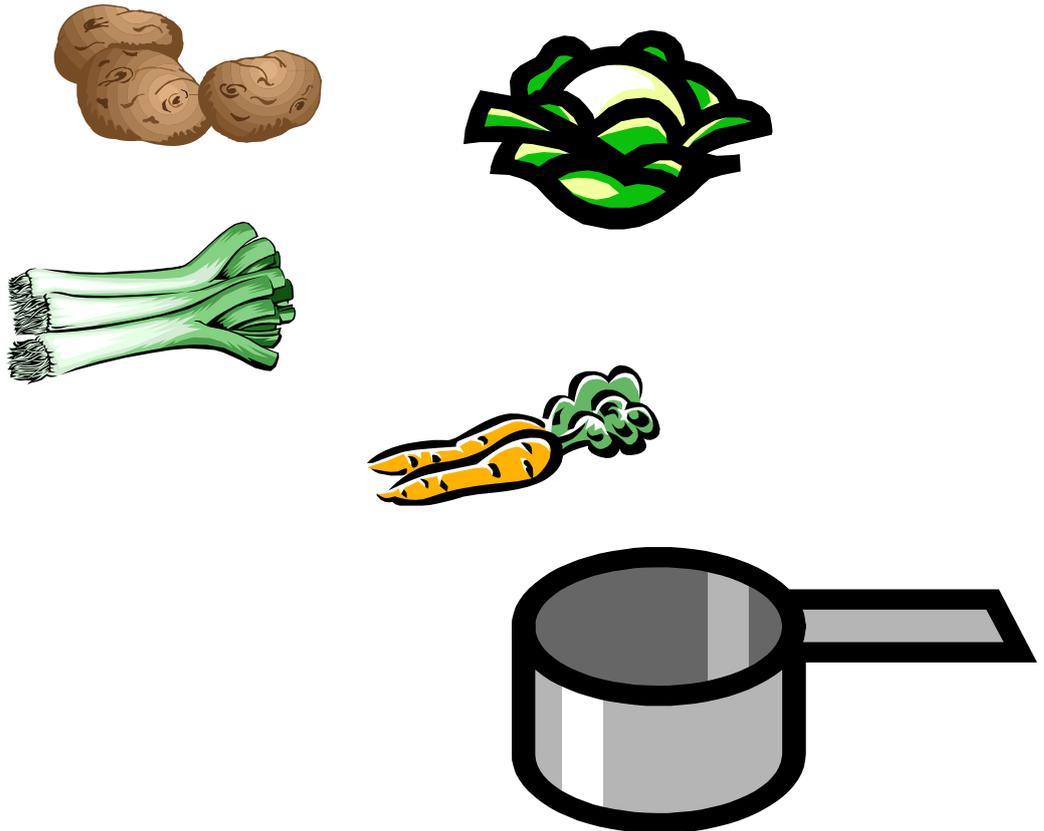
Leave out your plastic vegetables and a small pot or saucepan. Ask children to say 'chop, chop' and then tap out the name of each vegetable on a woodblock.



Leave out a carrot, some cauliflower and a potato. Ask one child to put each of them into the pot, one at a time, and to tap out the rhythm of the word. The other child has to guess which of the three vegetables is in the pot.



Follow the activity above but ask the child to choose three vegetables with different patterns in their names before they begin the game.



## LONG ACTIVITY 4a:

### Musical content:



- The children will revisit a chant.
- They will play a rhythm game.
- They will revisit an action song.
- They will play a graphic score
- They will practise, perform and record their musical story.

### Learning intentions:



- To maintain a steady pulse.
- To tap out simple rhythms.
- To play sequences of rhythms.
- To combine rhythms.
- To create a musical story-line.
- To work co-operatively.
- To play in small groups.
- To play with concentration and control.

### Resources:



- Singing Games and Rhymes for Early Years (NYCoS).
- Plastic fruit and vegetables (Early Learning Centre).
- Bobby Shaftoe, clap your hands (A&C Black).
- D, E, and G chime bars.
- The very hungry caterpillar by Eric Carle.
- Prompt cards.
- A variety of percussion instruments.
- A glockenspiel or metallophone.
- A xylophone and two glockenspiels/metallophones.
- A fruit score.
- Food rhythm cards (see preparation).
- A tape recorder and blank cassette.

### Preparation:

Listen to 'Chop, chop' (p.4 Singing Games and Rhymes) and read the preparation for this in 'preparation' Long Activity 3a.



The children will be playing 'What's in the Pot?'. They will help you to find three vegetables with different rhythm patterns (e.g. carrot, potato and cauliflower). You will put one of these in the pot and tap its rhythm. The children have to guess what's in the pot.

Look at 'Tiny Caterpillar' (No.13 Bobby Shaftoe) and remind yourself how to sing it, using the chime bar notes, D, E and G to start. The children will be singing each verse in the appropriate place in the story. Read 'The very hungry caterpillar' and get out the instruments that the children used to illustrate it. (The list of my suggestions is in the preparation section of 'Long Activity 3a').



After 'chopping' the pulse and tapping the rhythm of 'chop, chop, you will ask children to tap some fruit names. You will then play, 'fruit machine'. The children must close their eyes whilst you lay out three or four pieces of fruit in a row. When you say 'ting', they open their eyes and clap the rhythm of each piece of fruit in turn from left to right.



Find the fruit score. Last time the children played each line in turn. This time they will be combining the rhythm patterns of all the fruits in column 1, i.e

Apple

Pear

Plum

Strawberry

Orange

....played on the correct instrument.

They will do the same in:

Column 2 (Pear, Plum, Strawberry, Orange)

Column 3 (Plum, Strawberry, Orange)

Column 4 (Strawberry, Orange)

Column 5 (Orange)

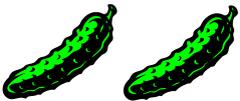
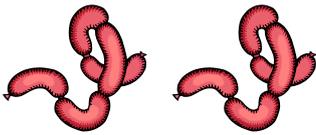


The children will clap or tap the food rhythms (see below). They will then choose four different rhythms (e.g. chocolate cake, ice-cream cone, swiss cheese, watermelon), and play 'What's for tea?'. You will play one and they will guess. NB. Notice these have different rhythmic patterns; not all have a different number of syllables.

Find a tape player that records and a blank cassette. Read the 'preparation' section for Long Activity 3a in order to remind yourself of how you set the story of 'The very hungry caterpillar' to music.



Food cards.

 <p><b>choc – o – late cake</b> - - - -</p>	 <p><b>Ice – cream cone</b> - - -</p>
 <p><b>Pic - kle</b> - -</p>	 <p><b>Swiss cheese</b> - -</p>
 <p><b>Sa - la - mi</b> - - -</p>	 <p><b>Lol - li - pop</b> - - -</p>
 <p><b>Cher - ry pie</b> - - -</p>	 <p><b>Sau - sage</b> - -</p>
 <p><b>Cup cake</b> - -</p>	 <p><b>Wa - ter me - lon</b> - - - -</p>

 ) LONG ACTIVITY 4a:

**2 mins**

Remind the children how to play 'Chop, chop'. Say the chant and 'chop' its pulse.

**3 mins**

Play 'What's in the pot?' (see 'preparation')



**5 mins**

Remind the children of 'Tiny caterpillar', using a D to start. Sing each verse and remember the actions. Tell the children that they are going to fit the verses of the song into their musical story of 'The very hungry caterpillar'.

**5 mins**

Remind the children of the sounds they added to the story last time and hand out the instruments as you do so. Lay the prompt cards in front of the children as you hand them their instruments.

- Egg (Indian bell)
- Sun (glockenspiel or metallophone)
- Pop (claves/castanet)
- Caterpillar (clatterpillar/cabasa/guiro)
- Apple (woodblock)
- Pears (triangle)
- Plums (tambourine)
- Strawberry (tambour)
- Oranges (egg shakers)



How did they play the caterpillar's music when he had stomach ache?  
(slowly/quietly).

How did they play his music when he was a big, fat caterpillar (slowly and loudly).

- Nice green leaf (maracas)
- Spinning the cocoon (octachime/rainstick)
- Nibbling (claves)
- Butterfly (jingles/finger cymbals)

Hand them out and try out the sounds, pointing to each prompt card in turn.

**5 mins**

Now put the story together. Say the title and begin to tell the story. When the caterpillar has popped out of the egg, sing the second verse at this point or after he has had stomach ache. Continue to tell the story, adding the instrumental sounds and singing the verses in the appropriate places.

**5 mins**

Now tell the children that you are going to record their work so that they can hear all the sounds. Perform 'The very hungry caterpillar' and put away the instruments by holding up each prompt card in turn.

**5 mins****Reflection:**

Listen to all or part of the recording and ask the children if they enjoyed listening to their music. Did anyone have a favourite sound? Could they hear the words of the song?

**(  ) LONG ACTIVITY 4a:****3 mins**

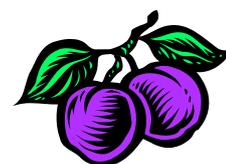
Play 'Chop, chop'. Ask the children to 'chop' the pulse of the chant with one hand on the palm of the other. (i.e. chop, chop, choppity chop) and then ask them to tap the rhythm of the words on their knees (i.e. chop, chop, choppity chop).

**5 mins**

Use plastic fruit in order to introduce the game, 'Fruit Machine'. (See preparation).

**7 mins**

Now show the children the fruit score. Remind the children how they played the name of the fruit on each line. Divide them into five groups and ask each group to tap their line in turn. Now give out woodblocks to the 'apple' group and ask them to play their line. Do the same with the other groups. ('pear' is played on the on the triangle, 'plum' on the tambourine, 'strawberry' on the tambour and 'orange' on the egg shaker).



Now look down the first column and notice who is playing. Ask everyone to play their pattern when you point to the column. Repeat this with each column in turn.

### 5 mins

Ask the children to help you remember what other instruments were used to tell the story and give them out around the circle in storybook order. Place the correct prompt card in front of each group so they remember when to play. Practise playing through the story.

### 5 mins

Tell the children that you are going to record their piece of music so that they can listen to it. Perform 'The very hungry caterpillar' and then pack the instruments away by holding up each prompt card in turn.

### 5 mins

#### Reflection:

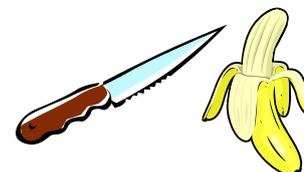
Listen to the tape and ask the children if they were pleased with what they heard. Have they got a favourite sound? How did they know the caterpillar had stomach ache? (The sounds became slow and quiet). How did they know he was big and fat? (The sounds became slow and loud).



### LONG ACTIVITY 4a:

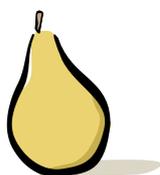
### 2 mins

Play 'Chop, chop' with the children but use the plastic fruit to help them to decide what to put in the pot.



### 5 mins

Show them the fruit score and divide the children into five groups. Ask the first group to clap 'apple' whenever you point to a box with a picture of an apple in it. Ask the second group to tap 'pear' on their knees, the third group to stamp 'plum' with their feet, the fourth group to tap 'strawberry' lightly on their shoulders or heads and the fifth group to rub 'orange' with one hand on the opposite arm. After you have practised each line, practise each column, making sure everyone knows when they play and then try the entire score.



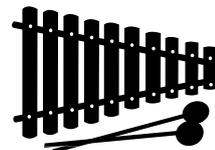
### 7 mins

Show the children the food rhythm cards and ask them to clap each one. Ask the children 'what's for tea?'. They should pick four cards and clap them until they are certain of their rhythmic pattern. Now shuffle them up, ask a child to pick one and to hand it to you, face down, and you will clap it.

The children have to guess which card it is. (Maybe one of the children could lead this game?).

### 5 mins

Now ask the children to remember what sounds showed the different objects and events in the story of 'The very hungry caterpillar'. Look at each prompt card and hand the instruments out around the circle. You may wish the same children to play the caterpillar spinning its cocoon sounds on the xylophone and the butterfly music on the glockenspiel. You may choose to give some more children a chance to experiment. Practise each section and then tell the children that you are going to record their music.



### 5 mins

Perform and tape 'The very hungry caterpillar'. Then put the instruments away by holding up each prompt card in turn.

### 5 mins

#### Reflection:

Listen to the recording and ask the children if they have a favourite sound. Could they tell when the caterpillar had a stomach ache/got big and fat/was spinning a cocoon? Could they hear the pattern of all the pieces of fruit being played clearly?

#### Assessment:

Can the children maintain a steady pulse?

Can they tap out simple rhythms?

Can they internalise simple rhythms?

Can they play different rhythms in small groups simultaneously?

Can they play with control and concentration?

Can they perform in small and large groups?

Can they relate sound to symbol?



#### Music corner/table activity:



Leave out the story book, prompt cards and an example of each instrument. Ask pairs of children to retell the story themselves. If you have time, listen to the sounds they find on the glockenspiel or metallophone to show the sun coming up.



Leave out the xylophone and glockenspiel/metallophone and ask pairs of children to make up 'spinning' and 'fluttering' music.



## Musical Activity 5

### Musical content:

- The children will learn a new chant and move to it.
- They will talk about minibeasts that they might find in the garden and revisit a song.
- They will explore the movements of minibeasts through dance.
- They will explore the movements of a gardener.
- They will explore instrumental sounds in order to form a 'minibeast' band.

### Learning intentions:

- To respond to the tempo and character of music through movement.
- To respond to changes in tempi (speed) and dynamic (volume).
- To explore the sounds of home-made instruments (duration and time).
- To sing with confidence and enjoyment.

### Resources:

- Rimsky Korsakov 'Flight of the Bumble Bee'.
- 'There's a worm at the bottom of the garden'. (See Musical Activity 1).
- Let's go Zudie-o by Helen MacGregor and Bobbie Gargrave.
- CD player.
- C and F chime bars.
- Sandpaper, elastic bands and a strong box, lentils in a film canister, two pebbles, tissue paper round a chopstick, paper and a comb.

### Preparation:



Listen to 'Flight of the bumble bee'. The piece lasts for three minutes. You will be asking the children to follow you as you tap the pulse on your knees and then to show you what minibeast they think the music shows with hand movement (e.g. butterfly flapping, ant or beetle scurrying, grasshopper jumping, bee buzzing).

Remind yourself how to sing, 'There's a worm at the bottom of the garden' by listening to it on your 'Fun Song Factory' tape, watching it on your 'Tweenies Song Time' video or by looking at the preparation section of Musical Activity 1 and using a C and F to start. Remind yourself of the five additional verses the children sang.

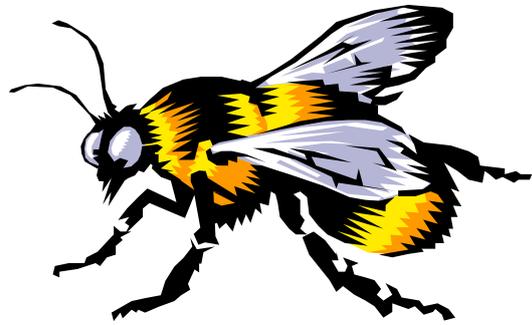
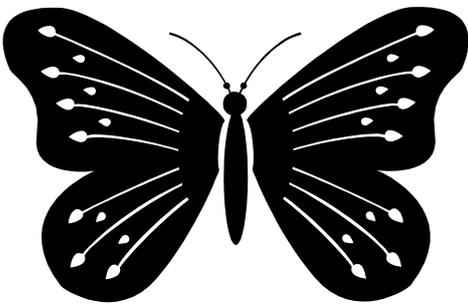
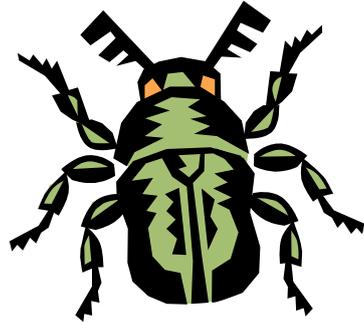
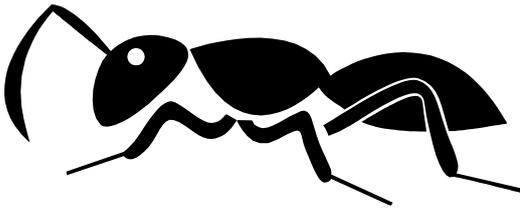
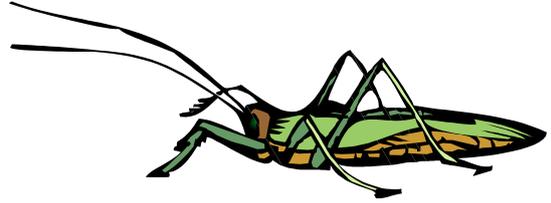
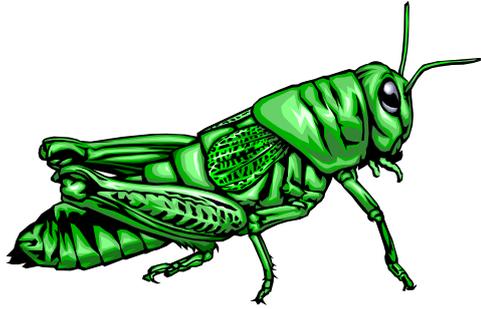


Read pages 26 – 29 in ‘Let’s go Zudie-o’ and listen to tracks 8, 9 and 10.

If following the short activity, you will have time to explore the insect movements only. If following the long activity, you will have time to explore the movements of the insects and the gardeners and to use the homemade instruments to explore sounds for your minibeast band.

Make enough instruments for all your children to have one. You might make the instruments with the children so that they can explore the sounds as they make them.

Photocopy the minibeast cards twice. You will lay one of each in front of the children and keep one to hold up when you want each group to play.



## SHORT ACTIVITY 5:

### 3 mins

Ask the children where they might find lots of minibeasts (in the garden). Tell them that they are going to play a guessing game. They will listen to a piece of music and show you what minibeast could be moving to the music by using their hands.

Experiment with ways in which they might show some minibeasts moving with their hands and fingers. What is the difference between the way a snail or slug moves and a butterfly or bee? (One flies and the other slides/one moves slowly and one moves quickly). They will need to think about the speed of the music before they make up their minds.

### 5 mins

Listen to the music and show them the pulse by tapping your knees. Then allow them to move their hands. Ask the children what minibeast was moving, tell them the name of the piece and then ask them all to make one finger fly like a bee to a few seconds more of the music.

### 2 mins

Ask the children to all think of a minibeast which moves quickly and lightly (e.g. bee, butterfly, grasshopper, beetle, dragonfly or ant. Ask them all to move freely around the room in this way. If you have a lot of children, you may like to ask half of them to watch and then swap over). Then change to moving hands and arms only on the spot.



### 1 min

Ask the children to make these movements again, as you play them some music (Track 8). Give them a signal to show them when to stop travelling and to make their hand/arm movements.

### 4 mins

Sing as many verses of 'There's a worm at the bottom of my garden' as you have time for adding actions if you wish.

## LONG ACTIVITY 5:

Follow the listening and moving activities from 'Short Activity 5'.

### 8 mins

'Flight of the Bumble Bee'.

### 3 mins

Dance Exploration: The insects.



### 3 mins

Now ask the children to find ways of travelling around the room as if they were gardeners (see page 28).

Ask them to make these movements as you play them the second part of 'Playful pizzicato' (Track 9).

### 5 mins

Sit the children back in the circle and ask them if the two pieces of music they moved to were different in any way. The first was light, short and quick. The second was slower and heavier, even though the sounds were still short. Tell the children that both pieces of music came from one short piece of music called 'Playful Pizzicato' in which all the stringed instruments were plucked. Show them your home-made 'cricket fiddle' and twang or pluck one of the elastic bands to demonstrate what 'plucking' or 'pizzicato' means.

Lay out your six cards and ask volunteers to find a sound to match each minibeast. Ask the other children to help each volunteer by reminding them how each minibeast moved or the sound it might make.

### 5 mins

Hand out the instruments around the circle so that you have a grasshopper group, a cricket group, an ant group, a beetle group, a butterfly group and a bee group. Lay the appropriate card in front of each group and tell them to play when you hold up their card and to stop when you lay it on your knees. Experiment with each card in turn and then try combining some sounds.



Ask three volunteers to choose three of the cards. They should hold up one of the cards at a time and then try holding up two and then three at the same time.

Choose another three volunteers to do the same with the remaining cards.

### 4 mins



Put the cards and the instruments in the middle of the circle in their groups and sing as many verses of 'There's a worm in my garden' as you have time for.



**2 mins**

**Reflection:**

Ask the children what their favourite piece of music was today that they listened to? Can they remember if the sounds were short or long in playful pizzicato? Can they remember how the string instruments were played?

**Assessment:**

Can the children respond to the tempo and character of music with movement?  
Can they identify the duration (tempi) and timbre of minibeast sounds?  
Can they select appropriate instrumental sounds?  
Can they play with control in small groups?  
Can they follow symbols?

**Music corner/table activity:**

Leave out the minibeast cards and the home-made instruments so that pairs of children can explore all the sounds.

(If you can find/borrow an old violin, leave that out so the children can try plucking the strings).



## Musical Activity 6

### Musical content:

- The children will revise a simple chant and move to it.
- If following the short activity they will explore the sounds of home-made instruments and use them to illustrate minibeasts.
- If following the long activity they will revise their dance movements and develop them into a sequence.
- They will revisit the instruments of the minibeast band and play them in response to movement and to graphic symbols.
- They will make up their own minibeast music.
- All the children will accompany a song with the instruments of the minibeast band.



### Learning intentions:

- To move in response in music.
- To move in response to changes in tempo (speed).
- To move in response to changes in timbre (instrumental sound).
- To explore the timbre of home-made instruments.
- To play in response to movement.
- To relate sound to symbol.
- To select and combine sounds.
- To organise sounds within a small group.
- To perform independently within a small group.
- To play with awareness of pulse.
- To sing with confidence and enthusiasm.



### Resources:

- Singing Games and Rhymes for Early Years (NYCoS).
- G and E chime bars.
- Let's go Zudie-o by Helen McGregor and Bobbie Gargrave.
- Home-made instruments (see Activity 5).
- CD player.
- Mini-beast cards.
- Graphic score
- Empty grid (3 rows).
- Empty grid (6 rows).
- Sets of mini beast cards for groups of children (each group needs a double set of 3 mini-beasts).
- 'The Ugly Bug Ball' from Kenny Ball: In Disney Land. (The song can also be found 'New Songs for Children, The Gingerbread Man book' but this does not come with a CD or tape).

**Preparation:**

Listen to 'Snail, snail' (p.17 Singing Games and Rhymes) and sing it without the CD, using G and E to start. The children will walk in their circle to the pulse:

Snail, snail, snail, snail. Go around and round and round.  
G E G E G G A A G G E

Repeat this by walking to a medium pace the other way to the words:

Ant, ant, ant, ant, march around and round and round.

Then walk to a quicker place to the words:

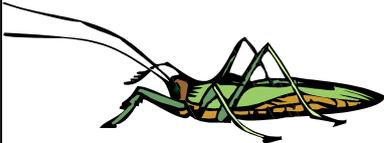
Spider, spider, spider, spider. Run around and round and round.

Re-read the pages 26-29 'Let's go Zudie-o' and listen to tracks 8 – 10. If following the short activity, you will be exploring the musical sounds of the minibeast band (see Long Activity 5). If following the short activity, you will be revising the movements of the insects and gardeners and developing them into the 'In the garden' sequence with all three groups.

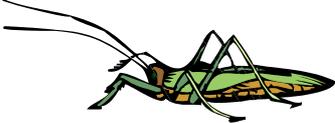
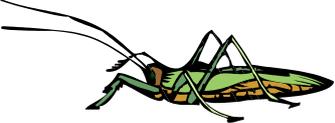
Then half the children will play the instruments whilst the other half move appropriately to the sound they hear. The appropriate instrumentalists will then play when they see the movement of their minibeast. You will direct each group secretly by holding up a minibeast card.



The children will use three of the minibeast cards and a grid to make up their own music, e.g:

You may extend this by using two of each minibeast card like so:

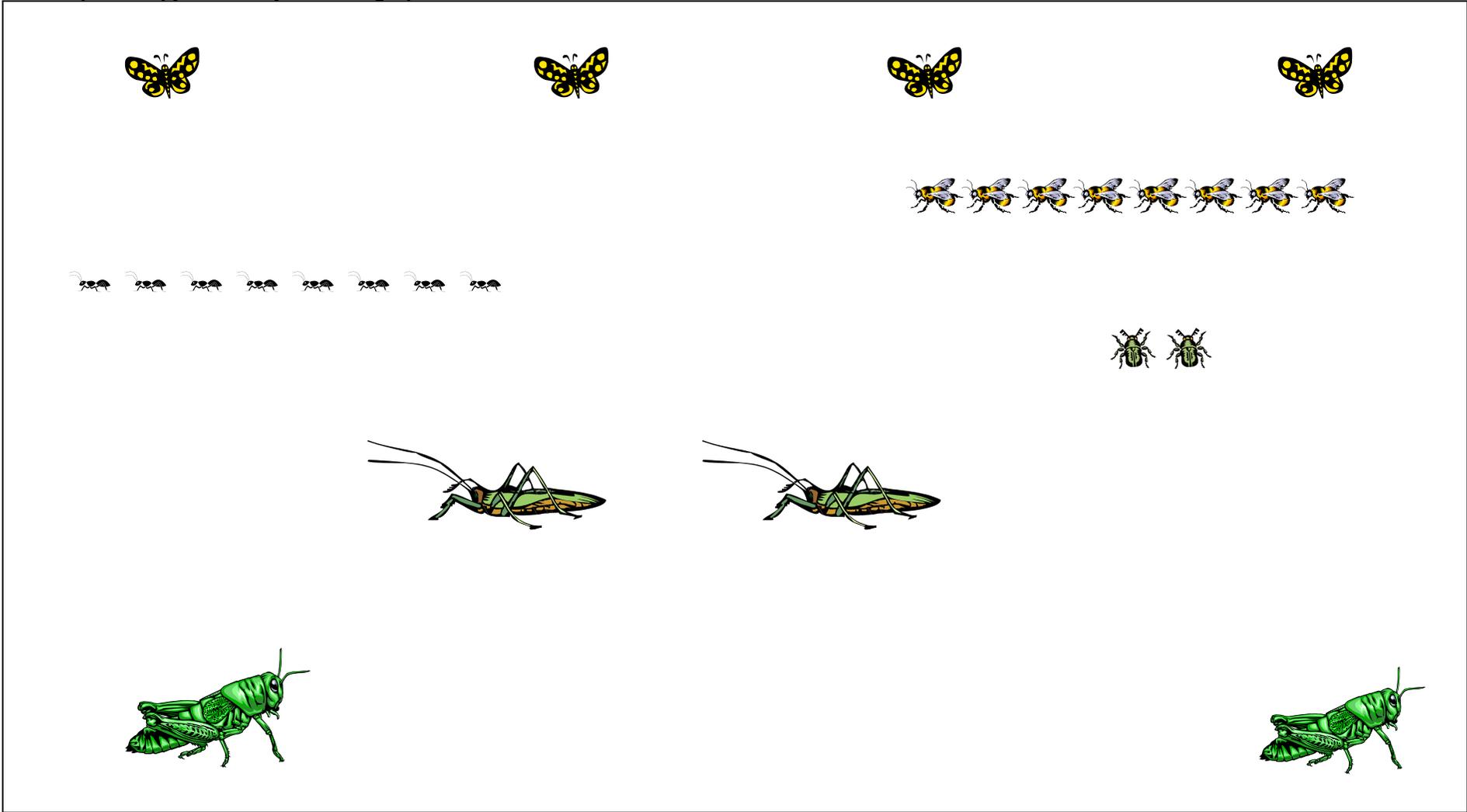
In this case you will have two sounds in each column.

Photocopy this empty grid or draw your own, making sure your minibeast cards fit in the boxes:

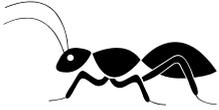
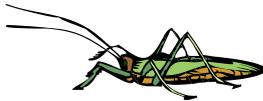
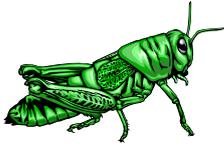


 Either photocopy or draw your own graphic score with the children.





e.g

 <p>Butterfly</p>			 <p>Butterfly</p>
	 <p>Beetle</p>		 <p>Beetle</p>
		 <p>Bee</p>	 <p>Bee</p>
 <p>Ant</p>	 <p>Ant</p>		
	 <p>Cricket</p>	 <p>Cricket</p>	
 <p>Grasshopper</p>		 <p>Grasshopper</p>	

Or



If you feel that your children would be able to work independently in groups of 4, then make enough sets of cards for each group to have a double set of three. (e.g. 2 x bee, 2 x ant, 2 x butterfly).

After they have sorted them into a sequence (e.g. bee, ant, butterfly, ant, bee, butterfly) one child will point to the cards and the other three play the instruments.



Listen to the 'Ugly Bug Ball'. The Kenny Ball CD does not have any lyrics. If using this resource, either add instruments to the chorus or add body percussion to the entire song (e.g. tapping knees, hand jiving, clapping, tapping heads). The children will simply be keeping time with their instruments during the chorus, e.g:

Come on, let's crawl, gotta crawl, gotta crawl, to the Ugly Bug Ball, to the ball, to the ball, and a happy time we'll have (play) there (play play play) one and all, at the Ugly Bug Ball (play play).

It might be nice to show each minibeast in the song with some hand movements. During the verse.



## SHORT ACTIVITY 6:

### 2 mins

Sing and move to, 'Snail, snail'.

### 7 mins

Lay out the six minibeast cards and ask the children to help you find one of the home-made instruments to represent each. Talk about how fast each creature moves and what sound it makes as you play each instrument. Hand out the instruments around the circle so that you have a grasshopper group, a cricket group, an ant group, a beetle group, a butterfly group and a bee group.

Lay the appropriate card in front of each group and tell them to play when you hold up their card and to stop when you lay it on your knees. Experiment with each card in turn and then try combining some sounds.



Ask three volunteers to choose three of the cards. They should hold up one of the cards at a time and then try holding up two and then three at the same time. Choose another three volunteers to do the same with the remaining cards.

### 6 mins

Listen to 'The Ugly Bug Ball'. Show the children some of the actions they might add to the verse and mark the pulse of the chorus by tapping your knees. Play it again with the children copying your actions and taps.





### 8 mins

Show the children your empty grid. Ask them to choose three minibeast cards and then ask them in which box each should go. Practise each line separately and then try lines 1 and 2, 2 and 3 and finally, 1, 2 and 3 together. If the children manage this easily, put another example of each mini-beast on each line and repeat the activity.

*(If you do not have enough home-made instruments for all the children to perform the score at once, ask half the children to play and half to make vocal sounds and then swap over).*

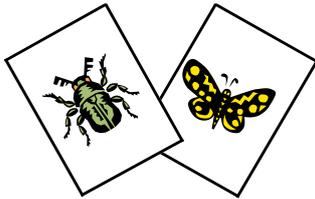


Show the children your graphic score (or the one they helped you to draw). Follow each minibeast's trail with your finger and then redistribute the instruments so that they are clearly in groups. Lay a mini-beast card in front of each group so the children are quite sure what creature they are representing. Follow each trail again but this time ask the children to play as your finger passes over a picture.

Now try performing the whole score. Use a ruler so that as it passes over any of the pictures, the children will know to play.



Either try selecting sounds to fit in the empty grid (six sounds) and practise and perform as in the (🪁) activity above or tell the children that you are going to put them into groups of four. Show them how they might organise their cards into a sequence and ask all the children with the appropriate instruments to play that sequence. Arrange the children so each group has a pile of three different minibeast cards (two of each) and the appropriate instruments. Ask the children to arrange the cards and then for one child to point to each card in turn whilst the others play. You may have time to hear each group perform.



*(Tip: Even though the children are in groups for this activity, they can still remain in the circle. The three instrumentalists remain seated in the circle and the fourth child comes into the centre so he or she can face the others and point at the cards).*

### 5 mins



Sit the children back in the circle and ask them to put their instruments on the floor in front of them. Explain to them that they are going to listen to a song about minibeast called the 'Ugly Bug Ball'. Many will have heard it on current TV children's programmes. They should copy your actions and then tap their knees when you tap yours.

Try this again using the instruments they have in front of them to mark the pulse.

*(They can pick them up as they hear 'Come along with us to the glorious annual Ugly Bug Ball', if using the song book.)*

**2 mins**

**Reflection:**

Put the instruments away by holding up each minibeast card in turn and then ask the children what their favourite sound/movement was today?



How did the insects know when to move?

How did the gardeners know when to stop munching their sandwiches and start work again?

**Assessment:**

Can the children move to a pulse?

Can they respond to changes in tempo?

Can they respond to changes in instrumental sound (timbre)?

Can they play in response to movement?

Can they follow symbols?



Can they organise sounds into a sequence?

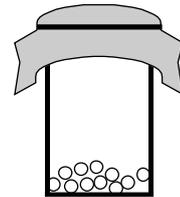
Can they perform a sequence of sounds in a small group?

**Music corner/table activity:**

Lay out the mini-beast cards and the home-made instruments.



Ask groups of three children to take some of the cards and put them into a sequence of their own. Two children could play and one point or conduct.



Leave out a small grid (three lines and three columns) and ask groups of four children to choose minibeast cards to go on each line. They might have one or two of each card on every line. Three children could play and the fourth point or conduct.

Ask children to arrange six minibeast cards in two lines. The sounds will be played simultaneously.

e.g.

[	Bee	Ant	Butterfly	]
	Cricket	Beetle	Grasshopper	

... by two children and a third child will point to the cards.

