**Infant Stories and Music 2**

**Tales from around the World**

This project explores stories from China, Japan, India, Korea, West Africa and Jamaica, Germany, Brazil, Kenya, Botswana, Poland, Russia and the Punjab.

Each story has been chosen in order to high-light a ***literary focus*** such as rhythm (syllables), rhyme, alliteration or structure. (Sometimes more than one)

Each has a ***musical focus*** such as rhythm; timbre (sound colour); texture (the combination of sounds); playing as a class or in small/large groups; symbols and rhythmic notation (Year 2 onwards); listening and responding to and discriminating between, sounds; creating rhythmic or melodic phrases; adding accompaniments such as ostinato or drones; exploring structure (the organisation of ideas; creating mood and character using the inter-related elements of music.

Many of the stories present the opportunity to explore more than one of the above foci.

Each project will have a series of 6 lesson plans with suggestions for assessment.

The plans have been written for a suggested year group but could be adapted to suit another.

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**Dim Sum for Everyone by Grace Lin**

**A Chinese Tale for Year 1 and 2**

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

A new singing game

About towns, cities and countries

About Chinese food

About pulse

About rhythm

A new chant

(Yr 2 about the time value ‘walk’)

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and teach them the Lemonade song from Singing Games and Rhymes for Early Years.

*Here I come*

*Where from?*

*Milton Keynes*

*What’s your trade?*

*Lemonade*

*Give me some don’t be afraid.*

Ask the children to be ‘rhyme detectives’ in order to identify ‘trade’, ‘lemonade’ and ‘afraid’ and then play around with the towns and drinks. Ask the children to think of a city e.g. London and then somewhere they would need to travel to by plane or ferry.

Finish with China

**Main activity (20mins)**

Read the book, ‘Dim Sum for Everyone’ and try to remember some of the foods that were chosen

Mama chose ‘sweet pork buns’

Baba chose ‘fried shrimp’

Jie-Jie chose ‘turnip cakes’

Mei-Mei chose ‘sweet tofu’

The writer chose ‘egg tarts’

Tell the children they are going to clap the pattern or syllables of those words. In music we call this the ***rhythm***

Teach the children the chant, ‘Chop, chop’ from ‘Singing Games and Rhymes for Early Years’

*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*

*What word is repeated the most? (Chop)*

Show the children how to keep a steady ***beat*** by making the palm of one hand into a chopping board and the side of the other into a knife.

Ask the children to keep a steady pulse as the chant is repeated.

N.B. Year 1 children and most of year 2 children will not be able to say the words and keep the beat so ask them to say the word, ‘Chop’ with their thinking voices.

Show the children a sack of pretend fruit and vegetables. After they have spoken the words of the chant a volunteer should choose one and then they should all clap the ***rhythm***of that word. The volunteer should then cut up the piece of fruit or vegetable and put it into an old pot or saucepan.

Play a single maracas, a triangle and some claves to the children and ask them to select which sounds more like a knife on a chopping board.

Use the claves/woodblocks to keep the beat as they say the chant again

***Extension activity for Year 2: Show the children a single crotchet and explain why we call it ‘walk’. Ask them to walk on the spot and then to walk around the circle whilst playing this steady beat on their instruments.***

**Plenary (5mins)**

Remind the children what dishes the different members of the author’s family chose and ask them to play the ***rhythm*** of the words on their instruments.

**Learning Outcomes:** Children can

Sing tunefully

Identify the difference between a town, city and country

Maintain a steady beat

Play the rhythm of words

(Year 2 Identify the time value ‘walk’)

**Lesson 2: 30mins**

**Learning intentions:** Children learn

About the ingredients in Chinese food

About rhythm

About pulse

To revise a chant

**Introductory activity (10mins)**

Sing ‘Hello children’ and revise the chant, ‘Chop chop’. Look at the inside cover of the book, Dim Sum for Everyone’ in order to learn about some of the ingredients used in Chinese cookery.

Bamboo shoots Mushrooms

Black pepper Shrimp

Bok Choi (Pak Choi Chinese cabbage) Sesame oil

Chinese kale Garlic

Cilantro (coriander) Sesame seeds

Bell pepper Water chestnuts

Egg Plant (aubergine) Carrots

Daikon (a white spicy vegetable that looks like a carrot) Sugar

Scallions (spring onions) Ginger

Mushrooms Eggs

Star anise (a fruit with an aniseed taste) Coconut milk

Soy sauce Rice vinegar

Snow peas (an edible thin, flat pea-pod)

Tapioca (starchy grains from the root of the cassava plant)

Taro (a root vegetable similar to a potato)

Show the children pictures of them and explain what some of the food stuffs are.

**Main activity (15mins)**

Choose some of the vegetables and ask the children if they can play their rhythm on woodblocks or claves.

Now ask them to sort them out into words which have one, two, three or four tap(s) or syllable(s).

E.g. Mushroom, Taro and Bok Choi have two

Bamboo shoots, Bell pepper and Scallions have three

Water chestnuts and sesame seeds have four

Hold up pictures of the ingredients and ask the children to play their rhythm

Year 1: Stick two pictures up and ask the children to play the rhythm you point to them. Increase this to three and then four pictures

Year 2: Stick up four pictures and ask them children to play the rhythm as a ***sequence***

Now stick another four up and ask the children to play those.

Divide the class into two and ask each group to play one of the lines.

*Can they do this together and play in two groups?*

**Plenary (5mins)**

Pack away the instruments and ask the children if they can think of a fruit or vegetable that has one syllable e.g. pear or peas

***Year 2 extension: remind the children of the time value ‘walk’ and ask them to think of some examples of Chinese ingredients with two walks in them e.g. Bok Choi and mushroom.***

**Learning Outcomes:** Children can

Play a steady beat

Play the rhythm of words

Play a sequence of words

Year 2 play in two groups

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About cooking utensils

How to move to a steady beat

How to respond to musical signals

About rhythm

A new song

(Year 2: about the time value stride)

**Introductory activity (10mins)**

Sing, ‘Hello children’, look at the utensils or kitchen equipment that is used in Chinese cookery and clap the ***rhythm*** of each.

Cleaver

Wonton wrapper

Steamer

Dish

Teacup

Chop sticks

Teapot

Grater

Listen to ‘March Past of the Kitchen Utensils’ by Ralph Vaughan Williams (Listening to Music 5+) and ask the children to March to the music and freeze every time they hear a loud sound.

*Year 2: What other word could describe the way in which they were moving? (Walk)*

Now ask the children to make the shape of one of the pieces of cooking equipment from the book ‘Dim Sum for everyone’ when they freeze. E.g. a cleaver with their arm, a grater, plate, steamer, teapot or some chop sticks.

**Main activity (15mins)**

Look at pictures of cooking utensils and discuss form hat material they are made. Some are made from metal, some from china and some from wood or leaves.

Divide the pictures into different categories according to what they are made from and discuss which sounds might best illustrate them e.g. claves for the chop sticks, triangles for teacups and scrapers for the grater.

Divide the circle into three.

1. Give one group wooden claves/woodblocks/castanets so they can be the chop sticks.
2. Give the second group triangles and Indian bells so they can be the teacups.
3. Give the third group some guiros and clatterpillars so they can be graters.

Ask each group to play the rhythm of their utensil.

*What do they notice? (It’s the same as the pulse)*

*Yr 2- what time name do we give this? (Walk)*

Introduce the song, ‘Aitken Drum’ and ask each group to add their sound in turn as you add the name of their utensil

E.g. and he played upon the chop sticks/teacup/grater

All the children should sing the chorus (‘There was a man lived in the moon’) whilst tapping the pulse on their knees.

Finish with ‘And he played upon his kitchen things’ with everyone playing.

**Plenary (5mins)**

Ask the children to play the rhythm of some of the other utensils and to count how many taps or syllables are in each e.g. dish and wonton wrapper

***Year 2: Show the children how the sound of one syllable might be lengthened into a ‘stride’ A stride is one sound made longer to cover two walks or beats.***

***Ask the children to play strides on their instruments by showing the added beat with their beaters in the air.***

**Learning Outcomes:** Children can

Move to a steady beat

Follow aural signals

Play a steady beat

Play the rhythm of words

Play in groups

Sing tunefully

**Lesson 4: 30mins**

**Learning intentions:** Children learn

About the meaning of Dim Sum

How it has become part of Chinese culture

About some dim sum dishes

About rhythm

How to listen and discriminate

(Year 2: the time value ‘jogging’)

**Introductory activity (10mins)**

Sing, ‘Hello Children’ and revise ‘The Lemonade Song’, ending with ‘China’.

Show the children some of the pictures for the book, ‘Dim Sum for Everyone’ so they can see the outside and inside of the restaurant, the little dishes of food and the trolleys on which it is bought to the tables.

Using the information at the back of the book, summarise how dim sum became such an important part of Chinese culture.

**Main activity (15mins)**

Look at some of the dishes of food on the back inside cover of the book and clap them. Make some of the words into ‘strides’ such as:

1 2 3 4

Fried - shrimp -

Egg - tarts -

Spring - rolls -

Year 1:play the rhythm of ‘sweet pork buns’, ‘fried shrimps’, ‘turnip cakes’, ‘sweet tofu’ and little egg tarts’.

*Which have the same rhythm?*

Choose ‘sweet pork buns’ and ‘fried shrimp’. These rhythms sound really different.

Hold up pictures of both and make sure the children know how to say and clap them before you ask them to listen as you clap only one of them.

*Which food rhythm did they hear?*

Repeat with the rhythms, ‘turnip cakes’ and ‘little egg tarts’.

Look at what each member of the family chooses to eat

Ma-ma chooses sweet pork buns

Ba-ba chooses fried shrimp

Jie-Jie chooses turnip cakes

Mei-Mei chooses sweet tofu

Grace chooses little egg tarts

Divide the children into two groups and give each group a contrasting instrument e.g. drums and triangles/claves and maracas

1. Ask both groups to play each phrase together
2. Ask group 1 to play ‘ma-ma chooses’ and then to rest for two beats. Repeat this with the other phrases.
3. Ask group 2 to rest for two beats and then to play the name of the food
4. Show the children how the two parts of the phrases will fit together and try it in two groups
5. Swap tasks if time

1 2 3 4

Group 1 Ma-ma chooses sh sh

Group 2 sh sh sweet pork buns

***Year 2: Ask the children what we called the time value which was twice as long as a ‘walk’. Practise clapping ‘stride’ and then applying it to the examples of food above.***

***Now ask the children to identify some of the dishes whose rhythm is just two or more ‘walks’***

1 2 3 4

Steamed shrimp dump- lings

Chic- ken bun- dles

Ta- ro dump- lings

***Practise saying and clapping these words and rhythms***

***How would they clap words such as ‘thousand-layer cake’, ‘coconut tapioca’ or ‘almond gelatine’?***

***Is the rhythm ‘thousand-layer’ faster or slower than ‘walk’? (Faster)***

***It is exactly twice as fast and we are going to call this ‘jogging’.***

***Year 2 Extension activity: Work out the rhythm of the following together***

1 2 3 4

Thousand layer cake - (jogging, jogging, stride)

Coco- nut tapi- oca (jogging, walk, jogging, jogging)

Al- Monday gela- tine (walk, walk, jogging, walk)

***Repeat the above using instruments that are easy to control i.e. drums, claves, woodblocks and triangles***

**Plenary (5mins)**

Year 1- ask the children if they have ever tasted Chinese food. Which one sounds the most delicious out of the dishes that the family in the book chose?

Year 2- clap some rhythms to the children and see if they can say the time names back

Start very easily e.g. walk x 4, then stride x 2, then walk jogging walk jogging etc.

**Learning Outcomes:** Children can

Sing tunefully

Clap and play the rhythms of words and phrases

Year 1: work in groups

Year 2: Clap and play rhythms that include the time values ‘walk’, jogging’ and ‘stride’

Identify rhythmic patterns

**Lesson 5: 30mins**

**Learning intentions:** Children learn

A chant and a song

About dim sum dishes

About rhythm

How to recognise rhythmic patterns

Year 2: how to write rhythmic patterns

**Introductory activity (10mins)**

Sing, ‘Hello children’ and show them pictures of some of the dim sum dishes and ask them to clap the ***rhythm*** of the words

Sweet tofu

Sweet pork buns

Steamed meatballs

Rice noodles

Stuffed eggplant

Steamed dumplings

Pork dumplings

Stuffed peppers

*What do they all have in common? (The same rhythm).*

They all have the same rhythm as the word ‘banana’ too. Use the chant, ‘Bananas, bananas’ from ‘Banana Splits’ (A&C Black) but substitute one of the dim sum dishes instead

E.g. Steamed dumplings x 2 clap, clap, clap

Steamed dumplings x 2 tap, tap, tap

Steamed dumplings x 2 click, click, click

Steamed dumplings x 2 flick, flick, flick

Steamed dumplings x 2 bump, bump, bump

Steamed dumplings x 2 jump, jump, jump

**Main activity (15mins)**

Place the pictures with the name of each dish in a place where all the children can see them and then teach them ‘Dim sum, dim sum for my tea’ (Tune: Twinkle Twinkle)

*Dim sum, dim sum for my tea*

*I like eating with my family*

*Have some….*

*Have some …*

*Have some….*

*And eat with me.*

Ask the children to volunteer the names of dishes to add to the gaps in the song and repeat several times. Each time, encourage the children to clap the rhythm of the chosen dish.

Now give out hand-held percussion instruments on which the children can play the rhythm of the words.

Divide the class into six groups of 5 (If there are 30 children in the class).

Give each a paper plate and a slip of paper in which one of the following dishes is written.

1. Sweet pork buns
2. Fried- shrimp-
3. Turnip cakes –
4. Sweet, white tofu
5. Little egg tarts-

Ask the children to share jobs between them.

* One child will write the words on the back of the plate.
* One child will draw a quick picture on the front of the plate
* Three children will practice playing the rhythm of the words on their instruments whilst saying the words in their heads
* ***Year 2: All the children will work out what the rhythm of their words is using the time names ‘walk’, ‘jogging’ and ‘stride’***

Stick pictures of the five dishes up so that all the children can see them and say and clap the words of each one together.

***Year 2: Each group will play the rhythm of the words first and then say the time names out loud***

Listen to each group in turn and ask the children to raise their hands if they know which word are being played.

**Plenary (5mins)**

Pack away and ask volunteers form Year 1 to say and clap one of the dishes that they remember form today’s lesson

***Show Year 2 children how to write ‘walk’, ‘jogging’ and ‘stride’ using symbols and help them to work out how write down the rhythm of their dim sum dish***

**Learning Outcomes:** Children can

Move to a steady beat

Follow aural cues

Clap play rhythmic patterns

Discriminate between rhythmic patterns

Year 2: Use time names to describe rhythmic patterns

Year 2: Begin to understand that symbols can be used to represent sounds

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

About Chinese cookery

How to move to a steady beat

About timbre

Year 2: About texture

About visual symbols/cues

About aural cues

**Introductory activity (12mins)**

Sing, ‘Hello Children’ and either show them some ingredients with which you could make a stir fry or show them the pictures on pages 30 and 31 of ‘Let’s go Zudieo’ (A&C Black).

Ask the children to pretend to chop the peppers, Chinese leaves, mushrooms, garlic and ginger with the side of one hand on the palm of the other.

Now ask them to stir the mixture, to sprinkle on the soy sauce and to toss the mixture in the wok.

Listen to ‘Celebrations after Good Harvest’ (track 11) and ask the children to add some or all of these actions to a steady beat.

*Where do they think this music comes from?*

*What sounds do they hear?*

**Main activity (13mins)**

Discuss the actions that they made with their hands and select some sounds to go with each. E.g. claves to show chopping; a stirring drum or maracas to show stirring; jingles and tambourines to show sprinkling; and bouncing beaters on drums or chatterboxes/vibra-slaps to show tossing.

Give out instruments to half the class in groups. The children with the instruments will play along to the music for a few minutes while the other children perform the actions. Swap.

Now ask the children to follow a sequence of pictures showing the four actions with their sounds/actions and then swap tasks.

***Year 2 Extension: Show the children two rows of cards with the same four actions in each. Divide both groups into two again and allocate one of the rows to each.***

***I.e. One group will play the top line whilst the second group mimes the actions.***

***The third group will play the bottom line whilst the fourth group mimes.***

Now ask the children with the instruments to follow cards that only they can see (not the dancers).

*Can the dancers react to the sounds with the correct actions?*

Swap over and see if the other half of the class can react to the sound.

**Plenary (5mins)**

Pack all but one of each instrument away and explain that each instrument has its own special sound colour or ***‘timbre’.***

*Can they describe the sound of each instrument?*

***Year 2 played in two groups and the sounds were combined. This created a ‘texture’ of sound.***

***Which sounds did they like played together?***

***Which sound was the quietest/loudest?***

**Learning Outcomes:** Children can

Make actions to a steady beat

Play to a steady beat

Select and explore the timbre of instruments

Year 2: Explore the texture of combined sounds

Follow visual and aural cues when moving and playing

**Yoko by Rosemary Wells**

**A Japanese Tale for Years 1 and 2**

**Lesson 1:30mins**

**Learning intentions:** Children learn

About Japanese food

How diverse cultures are in one country

Two new songs

About pulse

About rhythm

**Introductory activity (7mins)**

Sing, ‘Hello children’ (GEGE) and teach them the Lemonade song from Singing Games and Rhymes for Early Years.

*Here I come*

*Where from?*

*Milton Keynes*

*What’s your trade?*

*Lemonade*

*Give me some don’t be afraid.*

Ask the children to be ‘rhyme detectives’ in order to identify ‘trade’, ‘lemonade’ and ‘afraid’ and then play around with the towns and drinks. Ask the children to think of a city e.g. London and then somewhere they would need to travel to by plane or ferry.

Finish with Japan

**Main activity (20mins)**

Read the story, ‘Yoko’ with the children and make sure that they understand that the book is not just about Japanese food but about belonging and feeling uncomfortably different.

Ask the children if they would normally eat sandwiches at home for lunch or something else.

Look at all Yoko’s favourite food.

* Steamed rice
* Crispy cucumber
* Pink shrimp
* Green seaweed
* Tasty tuna

Clap the syllables in each of the words and tell the children that they have clapped the ***rhythm*** of the words.

Now look at what the other children had for lunch and clap the rhythm of those foods

* Peanut butter and honey
* Cream cheese and jelly (jam)
* Meatball grinder (roll)
* Swiss cheese on rye bread
* Egg salad on pumpernickel bread
* Squeeze cheese on white bread
* Frankfurter sausage and beans

*Do all these foods seem familiar to us?*

*The reason is that this book is set in America. If these children came to or schools with some of those sandwiches, we might be very curious about the fillings of those as well as what Yoko has in her lunch box.*

Teach the children the Kodaly song, ‘Fred, Fred’

Ask them to tap a steady **beat** on their knees as they sing the song

Sung to the notes E and G

*Fred, Fred, needed to be fed*

*Went to the shop to buy some bread*

Spoken

*The bread was gone so he bought some* ***biscuits***

Ask the children to think of some different foods that they might buy instead of bread and repeat the song. As they get more confident, ask the children to tap the ***beat*** whilst singing and chanting and then to clap the ***rhythm*** of the last word.

Give out small hand-held percussion instruments such as claves, woodblocks, maracas and egg shakers and ask the children to play the beat and tap the rhythm of one of Yoko’s favourite foods (rice, cucumber shrimp, seaweed and tuna) when they buy it from the shop.

**Plenary (3mins)**

Pack away the instruments and talk to the children about what the message of the story is.

**Learning Outcomes:** Children can

Sing tunefully

Tap/play a steady beat

Clap/play the rhythm of words and phrases

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

About alliteration

About rhythm

The time names ‘walk’ and ‘stride’

How to move to music

**Introductory activity (10mins)**

Sing, ‘Hello children’ and look at the way in which Yoko’s favourite food is described

The shrimp is *pink and plump*

The tuna is *tasty*

The cucumber is *crispy*

*What do the children notice about the words, ‘pink and plump’; ‘cucumber’ and ‘crispy’; ‘tuna’ and ‘tuna’? (They start with the same sound)*

*This is called* ***alliteration***

Take some of the foods that the other children eat and try to find words to describe them which start with the same sound

E.g. Sizzling sausage

Chewy cheese

Enormous eggs

Munchy meatballs

Jiggling jelly

**Main activity (15mins)**

Remind the children of how they kept a steady beat when they sang and spoke ‘Fred, Fred’ last session. Ask them to tap a pulse with you and then add the word, ‘walk’. The hands are walking to the beat and we can do the same.

Use a recording of Dr Seuss’ ‘Super Supper March’ (Also found in the A&C Black book, ‘Apusskidu’) and ask the children to walk their hands to the beat and then to walk around the room to the beat of the music.

Find some examples of food from the book to clap and then play on claves/woodblocks/maracas/egg shakers

* Peanut butter
* Meatball grinder
* Tasty tuna

Now play the children the words, ‘Steamed – rice’ but leave a gap between each word, making each one twice as long as a ‘walk’. Show the children how to clap and play these words and then use the word, ‘stride’ to describe the sound.

Use other examples from the story

* Cream-cheese-
* Swiss-cheese-
* Ice-cream-

Remind the children how it felt to play the time value walk and then contrast it with stride

***Year 2 extension activity: Divide the children into two groups. One group will play and say ‘Peanut butter’ (walk x 4) whilst the other plays, ‘Cream- Cheese-’ (stride x 2).***

***N.B: Practise both separately first and when putting together, always start the beat (walk) group first i.e. ‘peanut butter’***

**Plenary (5mins)**

Pack away the instruments and ask the children to follow your instructions and actions as you ‘walk’ and then ‘stride’ to ‘The Super Supper March’.

**Learning Outcomes:** Children can

Identify alliteration

Create alliteration

Play rhythmic patterns

Identify and respond to the time value ‘walk’ (crotchet)

Identify and respond to the time value ‘stride’ (minim)

**Lesson 3: 30mins**

**Learning Intentions**: Children learn

About rhythm

How to create rhythmic patterns using the time names, ‘walk’ and ‘stride’

About alliteration

About food from different parts of the world

**Introductory activity (8mins)**

Sing, ‘Hello children’ and clap the rhythm of the words.

*Can the children recognise those claps as ‘walks’?*

Ask them to clap, ‘Hello Yoko’ and to compare the two rhythms (they are the same)

Remind the children how they clapped ‘peanut butter’ and ‘cream cheese’. Ask them to clap both and then change the words to ‘walk’ and ‘stride’

1 2 3 4

Pea- nut but- ter

Walk walk walk walk

Cream - Cheese –

Stride - Stride -

***Year 2 children can put these two rhythms together in two groups***

**Main activity (20mins)**

Turn to the page in the story of Yoko in which her teacher, Mrs Jenkins, invites everyone to bring in food for International Food Day

Look at some of the foods and drinks that are brought in by the children and clap their rhythm

* Enchiladas (Spain)
* Coconut crisps (Caribbean)
* Nut- Soup- (Nigeria)
* Irish Stew - (Ireland)
* Potato Knishes (Israel)
* Mango smoothies (India)
* Spaghetti (Italy)
* Franks and beans - (America)
* Su-shi (Japan)

Year 1: Take three examples and examine them together

Enchiladas has four taps which are all the same length (i.e. four walks)

Nut soup has two claps but we can make each word long so that they become strides

Irish stew has three claps. Two are the same length but the last is longer (i.e. walk, walk, stride)

Ask the children to say the words, say and clap the words and then clap the words but say them with their thinking voices

Repeat this using the time names

Show the children how to write these three rhythms on the board

***Year 2***

***Give the children small hand-held percussion instruments to play on and divide the class into three groups***

***Group 1 needs to find which foods contain four walks***

***Group 2 needs to find which foods contain two strides***

***Group 3 needs to find which foods contain a mixture of strides and walks***

***After a few minutes ask volunteers to report back from each group.***

***Check their answers with the class, say them, play and say them and then play them using the time names.***

Look at the days of the week and ask the children to help you fill in some foods that start with the same sound

***(Year 2 children could also think of an adjective starting with the same sound to describe each food)***

Here are some examples:

Monday: (Munchy/moist/marvellous) Meatballs

Tuesday: (Tasty/tempting) Tacos

Wednesday: (Wonderful) watermelon/watercress/Welsh cakes/Whitebait

Thursday: (Thirst-quenching) Thick-shake

Friday: (Frizzly/frightening/fresh) French fries

**Plenary (2mins)**

Pack away the instruments and clap the alliterative examples you have made up together

**Learning Outcomes:** Children can

Clap and play rhythmic patterns

Distinguish between ‘walks’ and ‘strides’

(Yr 2: Play in two groups)

Explore and create examples of alliteration

**Lesson 4:30mins**

**Learning Intentions:** Children learn

A new song

About rhyme

To create words to fit a tune

About ways to say ‘Hello’ in different languages

**Introductory activity (15mins)**

Sing, ‘Hello children’ and ask them in what other languages they might sing.

In the book Yoko’s friends bring foods in from Mexico (Hola); the Caribbean (Bonjour); Nigeria (Kedu); Brazil (Ola); Ireland (Haigh); Israel (Shalom); India (Namusti); Italian (Ciao) and American (Hi)

*From what country does Yoko’s family come from originally? (Japan)*

Japanese people say, ‘Konnichiwa’ when they greet people.

Sing the song, ‘Hello around the World’ (Tune: If you’re happy and you know it’) from ‘Bingo Lingo’ (A&C Black)

I have simplified the song.

(Year 1 children could just sing the word ‘hello’ in English and when it appears in other languages)

*When you want to say hello around the world,* ***Hello***

*When you want to say hello around the world,* ***Hello***

*When you want to say hello,*

*Sing this song and you will know*

*How to greet your friends from all around the world* ***Hello!***

*When you want to say hello in Japanese* ***Konnichiwa***

*When you want to say hello in Japanese* ***Konnichiwa***

*When you want to say hello*

*Sing this song and you will know*

*How to greet your friends from all around the world* ***Konnichiwa!***

Top Tip: Choose some words that fit easily with the tune e.g. Caribbean not French, Mexican not Spanish, Portuguese not Brazilian, Israeli not Hebrew, Irish and Italian.

The language of Nigerian from which the word ‘Kedu’ comes from is Ibo, which I would use.

The language of India from which the word Namusti comes from is Hindi. I would probably use ‘Hindi’.

**Main activity (10mins)**

Look at the number of times a song is mentioned in the story of ‘Yoko’.

A Good Morning Song

Snack Time Song

Friendly Song

Clean Hands Song

Year 1 children will work on these songs together as a class.

Year 2 children will be put into four groups and given a template from which to work.

Each song will be set to a well- known tune and will give the children the opportunity to use their knowledge of ***rhythm and rhyme*** to complete them.

There will be two sheets for each song. The first will only require the children to complete single words or rhymes.

The second will ask them to create more of the song. The last song is the hardest.

**Good Morning Song (Tune: Happy Birthday)**

**Year 1 and Easy Year 2**

Good morning every**one**

We’re going to have some….

Exploring and learning

Until our work’s…….

**Good Morning Song (Tune: Happy Birthday)**

**Year 2**

Good morning every**one**

……………………………..

Exploring and learning

…………………………..

**Snack Time Song (Tune: Row the Boat)**

**Year 1 and Easy Year 2**

It is time for snack

Put your things a**way**

Apples and …….., tomatoes and …….

Then we’ll go and ………

**Snack Time Song (Tune: Row the Boat)**

**Year 2**

It is time for snack

Put your things a**way**

………………………………………..

Then we’ll ………………….

**Clean Hands Song (Tune: If you’re happy)**

**Year 1 and Easy Year 2**

If you want to…………… then wash your hands

If you want to have…… then wash your hands

We need to wash them **well**

Or they’ll really start to …….

If you want to ………. then wash your hands

**Clean Hands Song (Tune: If you’re happy)**

**Year 2**

If you want to………………. Then wash your hands

…………………………………………………………..

We need to wash them **well**

……………………………..

If you want to……………… then wash your hands

**Friendly Song (Tune: Five Little Men on a Flying Saucer)**

**Year 1 and Easy Year 2**

One little friend is a special person

We like to chat and **play**

Smile and share **things**

And your kindness will soon ….

Even more good friends……..

**Friendly Song (Tune: Five Little Men on a Flying Saucer)**

**Year 2**

*Line 2 rhymes with the last line*

*Line 3 rhymes with line 4*

One little friend is a special person

We like to ………….

Smile and share……….

…………………………..

Even more good friends today

**Plenary (5mins)**

Share whatever ideas the children have had so far and tell them that we will continue to work on the songs next time.

**Learning Outcomes:** Children can

Sing tunefully

Say hello in several different languages

Use their knowledge of rhythm (syllables) and rhyme to create lyrics to a song

**Good Morning Song (Tune: Happy Birthday)**

Good morning every**one**

We’re going to have some fun

Exploring and learning

Until our work’s done

**Snack Time Song (Tune: Row the Boat)**

It is time for snack

Put your things a**way**

Apples and berries tomatoes and pears

Then we’ll go and play

**Clean Hands Song (Tune: If you’re happy)**

If you want to have some then wash your hands

If you want to have some food then wash your hands

We need to wash them **well**

Or they’ll really start to smell

If you want to have some then wash your hands

**Friendly Song (Tune: Five Little Men on a Flying Saucer)**

One little friend is a special person

We like to chat and **play**

Smile and share **things**

And your kindness will soon bring

Even more good friends today

**Lesson 5:30mins**

**Learning Intentions**: Children learn

To sing ‘hello’ in a number of languages

To revise their knowledge of the time names ‘walk’ and ‘stride’

About the time name ’jogging’ (quavers)

To add words to a song

To use rhyme

To sing tunefully as a class or in groups

**Introductory activity (13mins)**

Sing, ‘Hello children’ (GEGE) and ask them to sing back in various languages, including French (Bonjour), Hindi (Namusti), Spanish (Ola), Irish (Haigh), Hebrew (Shalom), Italian (Ciao), Ibo/Nigerian (Kedu) and Japanese (Konnichiwa)

They will use the notes G and E with which to reply

E.g. Kedu Mrs Knight

G E g g E

Ask the children to clap some walks and strides, remembering to open their hands out like windscreen wipers after each stride to illustrate that the sound is twice as long as a walk.

Take the name of each of the countries above and work out which are walks, which are strides, which are something else

France and Spain both sound like ‘stride’

Ireland, Israel and Japan all have two claps or two ‘walks’

Italy, India and Nigeria all have quicker claps or sounds within them.

Introduce the time value ‘jogging’ and explain how these two sounds join together to fill up the same space as one ‘walk’. Separately they are twice as fast as one ‘walk’

Year 1: As the children to clap walks’ and then change to ‘strides’. Now go back to walks and change to ‘joggings’.

***Year 2: All clap ‘walks’, then ‘strides’, back to ‘walks’ and then ‘joggings’.***

***Divide the class into two groups. Ask the first group to clap ‘walks’ and the second, ‘strides’. Swap.***

***Now ask the first group to clap ‘walks’ and the second, ‘Joggings’. Swap***

*Can the children hear how the sound of ‘jogging’ is twice as first as ‘walk’?*

*Can they hear that the sound of one ‘stride’ is filled with two ‘walks’.*

**Main activity (10mins)**

Year1: Take one or two more of the songs and complete them together as a class. Sing all those completed so far.

***Year 2: Give the groups time to complete their songs, checking that they understand which lines need to rhyme and how to complete the syllables in each line.***

***Bring the groups together and give them the opportunity to sing their song so far or ask all the children to help them.***

**Plenary (5mins)**

Check the understanding of the children by asking them the following questions**.**

*(You may wish to draw a pizza/circle on the board so they can visualise the relationship between the time values for those visual learners)*

*This is a ‘walk’ that I am clapping. What am I clapping now? (Clap a ‘stride’). Which has the longer sound?*

*This is a ‘walk’ that I am clapping? How am I changing the sound now (Clap some ‘joggings’)*

*Who remembers the name of this new time value? Why have we chosen that name?*

**Learning Outcomes:** Children can

Sing tunefully in different languages

Understand the relationship between the time values ‘walk’, ‘stride’ and ‘jogging’

Use their knowledge of rhythm and rhyme to complete lyrics for songs

Yr 2: maintain an independent part within a large group

**Lesson 6: 30mins**

**Learning intentions:** Children learn

How to sing tunefully and confidently

About the importance of diversity

About the importance of friendship

A new song

**Introductory activity (7mins)**

Sing, ‘Hello children’ (GEGE) and remind the children of the Lemonade song from Singing Games and Rhymes for Early Years.

*Here I come*

*Where from?*

*Milton Keynes*

*What’s your trade?*

*Lemonade*

*Give me some don’t be afraid.*

Ask the children to use all the countries which are represented in the story of Yoko on International Food Day and finish with Japan.

Tell the children that today they are going to perform and record their songs.

*What should we thinking about when we sing?*

***Singing together***

***Singing tunefully***

***Making sure that the words are clear***

**Main activity (15mins)**

Have one last practice as a class (Year 1)/in groups (Year 2) and then sing and record each song in turn.

If time, listen back a comment on the listening points we made above.

***Are we singing together?***

***Is the singing tuneful?***

***Can the words be heard?***

Introduce the song, ‘Sweet Potato’ from ‘Me: Songs for 4-7 year olds’ (A&C Black)

Explain that we are going to use the tune and some of the words but replace the foods with our own choices from the story, ‘Yoko’.

Listen to the tune and sing the first verse several times before trying it with the Accompaniment track only (Track 34) and add the following words:

*Soon as we all roll tasty sushi*

*Tasty sushi, tasty sushi*

*Soon as we all roll tasty sushi*

*Eat them up right quick*

*Soon as we all fill enchiladas*

*Enchiladas, enchiladas*

*Soon as we all fill enchiladas*

*Eat them up right quick*

*Soon as we all crack some Brazil nuts*

*Some Brazil nuts, some Brazil nuts*

*Soon as we all crack some Brazil nuts*

*Eat them up right quick*

*Soon as we all blend mango smoothies*

*Mango smoothies, mango smoothies*

*Soon as we all blend mango smoothies*

*Eat them up right quick*

It would be fun to add actions too and even some maracas and claves to the second and last lines only!

**Plenary (3mins)**

Talk to the children about the message behind the story of Yoko.

*Was it just about different food?*

Discuss the how interesting and exciting it is to hear about and learn about different places and cultures from around the world but also how important friendship is and how we are all the people of the world.

**Learning Outcomes:** Children can

Sing tunefully and clearly

Think about what makes a good performance

Talk about diversity

**Bre’r Anancy and the Magic Pot re-told by V.S. Russell**

**An Afro-Caribbean Tale for Years 1 and 2**

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

A new song

About the Caribbean

About Caribbean food

About rhythm

How to work in large groups (Year1)

How to work in small groups (Year 2)

**Introductory activity (10mins)**

Sing, ‘Hello children’ using G and E (GEGE)

Use those same notes to sing,‘I’ve got a little train. Can you tell me, what’s your name?’

Ask all the children to reply at once at first e.g. ‘My name is Phoebe’, then ask them to sing it one at a time.

Top tip: Only sing the question after every five or six children, unless a child finds it difficult to match the pitch.

Talk to the children about places they might go to in this country on a train.

*What places could they not go to by train only (places abroad-unless they went by Euro Star!!)?*

Ask the children what they know about the Caribbean. Talk about the geography of the islands, which Ocean the islands lie in, what language the people there might speak and what food they might grow and eat.

**Main activity (15mins)**

Show the children pictures of Caribbean foods (see below) and ask them to clap the **rhythm** of each.

Pick two foods and split the class in two. Ask each group to clap the rhythm of that food and then try them together.

Year 1: Pick two new fruits and repeat

Year 2: Split the class into three and then four groups, practice the rhythms separately and then put them together

*Is it easy to hear the different rhythms when they are all clapping? (No)*

Ask each group to choose a different body percussion with which to show the rhythm

Now give out hand-held percussion instruments to each groups (A different sound to each group rather than mixing up the sounds).

Repeat the activity above with the children playing the rhythm of the words

**Plenary (5mins)**

Ask the children to play a sequence of two words e.g. Star Fruit Banana

*What have we been clapping and playing today?*

*The* ***rhythm of the words***

**Learning Outcomes:** Children can

Match the pitch of sung phrases

Talk about aspects of Caribbean culture

Clap and play rhythmic patterns

[A picture containing citrus, orange, fruit, squeezer

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**Lemon**

[A picture containing carambola, fruit, durian

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**Star Fruit**

[A picture containing indoor

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[A picture containing spice, vegetable

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**Yam**

[A picture containing pea, vegetable, edible-pod pea

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**Peas**

[A picture containing food, fruit, vegetable, pile

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**Beans**

[](http://images.google.co.uk/imgres?imgurl=http%3A%2F%2Fwww.mycolombianrecipes.com%2Fwp-content%2Fuploads%2F2009%2F02%2Fyuca.jpg&imgrefurl=http%3A%2F%2Fwww.mycolombianrecipes.com%2Fyuca-or-cassava&h=287&w=448&tbnid=GD6bGUxNVpmY8M%3A&zoom=1&q=cassava&docid=6o5i_zVoaOfU_M&ei=LnRdU_OQGKml0AX4rYEQ&tbm=isch&ved=0CHcQMygNMA0&iact=rc&uact=3&dur=1470&page=1&start=0&ndsp=17)

**Cassava**

[A half of a watermelon

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**Papaya**

[A picture containing fruit

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**Passion fruit**

[A red chili pepper

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**Chilli Pepper**

[A group of oranges

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**Sweet Potato**

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

A new song

A new chant

About pulse and rhythm

How to read from symbols

To listen carefully

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and introduce the’ Lemonade Song’ from ‘Singing Games and Rhymes for Early Years’

*Here I come*

*Where from?*

*Milton Keynes*

*What’s your trade?*

*Lemonade*

*Give me some don’t be afraid.*

Ask the children to be ‘rhyme detectives’ in order to identify ‘trade’, ‘lemonade’ and ‘afraid’ and then play around with the towns and drinks. Ask the children to think of a city e.g. London and then somewhere they would need to travel to by plane or ferry.

Finish with Jamaica.

Substitute one of the names of the other islands in the Caribbean (E.g. Saint Martin, Bahamas, Antilles, Cuba, Cayman Islands, Barbuda, Antigua, Haiti, Saint Kitts, Saint Vincent, Mustique and the Ginger Island) and lemonade for mango, lime, orange or star fruit - ade.

**Main activity (20mins)**

Introduce the chant, ‘Chop chop’ from ‘Singing Games and Rhymes for Early Years’

Ask the children to listen for one word that is repeated most as the chant is spoken

*Chop, chop, choppity chop*

*Chop off the bottom and chop of the top*

*What we have left we will put in the pot*

*Chop, chop, choppity chop*

Using the word ‘chop’ ask the children to keep a **steady beat**  by pretending that one hand is a chopping board and holding it palm upwards, and the side of other hand is a knife.

Now show them a pot and some pictures of Caribbean fruit and vegetables.

Give the children wooden instruments such as claves, castanets and woodblocks on which to play the **beat**.

As the children play the **beat**, walk round the circle. When the chant comes to the end, give the two children you are standing nearest the pile of pictures. They should choose one each and show them to the class.

Ask the children to play the **rhythm** of each word in turn and then decide on the order of the words and play them as a sequence.

Place the chosen words on the carpet on stick them on the board and then repeat until all the pictures have been used.

Year 1 and 2: Ask the children to play a sequence of 6 or 8 words

***Year 2 extension: Divide the children into two groups and ask each group to choose 4 pictures. Practice each group separately and then put them together.***

*Try changing the instruments of one of the groups to shakers so the two sequences can be clearly identified.*

**Plenary (5mins)**

Pack away the instruments and place pictures of two fruits where everyone can see them.

Can the children identify which fruit is being played by recognising its rhythm?

***Year 2 Extension: Place three or four fruits on the board for the children to choose from.***

***Play a sequence of two of them for the children to identify***

**Learning Outcomes:** Children can

Sing tunefully

Use knowledge of Caribbean islands in a song

Maintain a steady beat

Play the rhythm (syllables) of words and sequences

Play in groups (Year 2)

Follow symbols

Discriminate between patterns of sound

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

A new singing game

About Anancy the Spiderman stories

A new song

How to write a storyboard

How to pick out rhythmic patterns

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and introduce the singing game, ‘I, I. me oh my’ from Singing Games and Rhymes for Early Years’.

*I, I. Me oh my (GEggE)*

*How I love my cherry pie (ggeeggE)*

*What do they notice about the words in the song? (They rhyme)*

Remind the children of some of the Caribbean foods they have researched and use them to make different pies.

The children will pass a beanbag or beater round the circle as they sing the song. When the songs is over, whoever has the beater chooses a new pie filling

**Main activity (20mins)**

Introduce the children to the character of Anancy the Spider Man (whose name is spelt in a variety of ways). He is a character who originated in African story but who travelled to the Caribbean. He calls himself ‘Jackmandora’ (The keeper of Heaven’s Door) and always finishes his tales with the phrase, ‘Mi No Choose None’ which means ‘I take no responsibility for the tales I have told’. His tales are sometimes quite cheeky but there is always a message in them.

Read the story of ‘Anancy and the Magic Pot’ to the children and then ask them to help you make a story board of the main events

E.g. Anancy and his family are hungry→ Anansi finds the magic pot →has his dinner but doesn’t take very much back to his wife and children→ wife notices that he is getting fat and follows him → takes food back to the children → washes the pot → Anancy is cross but finds the whip → the whip beats him and his wife for being greedy

Introduce the chorus from ‘Anansi’s Song’ (see below) and ask the children to clap the rhythm of the words, ‘Tell me for true’.

This is a typical Caribbean rhythm

Give out shakers and wooden claves/wood blocks and ask the children to sing the chorus and play the rhythm of those words only.

**Plenary (5mins)**

Pack away the instruments and ask the children what the message of Anancy’s story is.

*Was there any part of the story that they was quite unfair?*

Ask the children to clap the rhythm of ‘Tell me for true’ and the phrase that Anancy and his wife had to say to the pot, ‘Do mek mi see’.

*What do they notice about the rhythms? (They are the same)*

**Learning Outcomes:** Children can

Sing tunefully

Retell the order of events in a story

Understand the message behind a story

Clap and identify the rhythm of phrases

**Anansi’s song (Tune: Mango Walk)**

Anansi was a hungry and he went for a walk,

He went for a walk; he went for a walk,

Anansi was a hungry and he went for a walk,

And found a magic pot

*Chorus*

*Now tell me pot, do tell me for true*

*Do tell me for true, do tell me for true*

*Now tell me pot now tell me for true*

*Can you make me some food.?...*

Anansi kicked the pot and called out ‘Hey pretty pot’.

Oh hey pretty pot oh Hey pretty pot

Anansi kicked a pot and it said, ‘No pretty pot’

Just say ‘Do mak me see’

*Chorus*

*Now tell me pot, do tell me for true*

*Do tell me for true, do tell me for true*

*Now tell me pot now tell me for true*

*Can you make me some food.?...*

Anansi had a dinner of some ackee and rice…

Anansi had a dinner of some ackee and rice and he ate it all up yum

*Chorus*

*Now tell me pot, do tell me for true*

*Do tell me for true, do tell me for true*

*Now tell me pot now tell me for true*

*Can you make me some food.?...*

Anansi has a wife who thought him grown very fat …

So she followed him one day

*Chorus*

*Now tell me pot, do tell me for true*

*Do tell me for true, do tell me for true*

*Now tell me pot now tell me for true*

*Can you make me some food.?...*

The children had a dinner of some chicken and yams….

And their tummies were really full

*Chorus*

*Now tell me pot, do tell me for true*

*Do tell me for true, do tell me for true*

*Now tell me pot now tell me for true*

*Can you make me some food.?...*

The pot it told the missus not to wash him all clean

But she did it anyway.

*Chorus*

*Now tell me pot, do tell me for true*

*Do tell me for true, do tell me for true*

*Now tell me pot now tell me for true*

*Why don’t make me some food.?...*

Anansi was unhappy and he found him a whip…

And he said, ‘Do mak me see’.

*Chorus*

*Now tell me whip, do tell me for true*

*Do tell me for true, do tell me for true*

*Now tell me whip now tell me for true*

*Can you help me laugh.?...*

The whip it gave a beating to his poor lady wife….

Anansi planned it so

*Chorus*

*Now tell me whip, do tell me for true*

*Do tell me for true, do tell me for true*

*Now tell me whip now tell me for true*

*Can you help me laugh.?...*

Anansi did a laugh until his sides nearly split

What a cheeky man!

*Chorus*

*Now tell me whip, do tell me for true*

*Do tell me for true, do tell me for true*

*Now tell me whip now tell me for true*

*Can you help me laugh.?...*

**Lesson 4: 30mins**

**Learning Intention:** Children learn

The verses of a new song

To play specific rhythmic patterns

About question and answer phrases

To identify rhythmic patterns

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and remind the children of the tune of the chorus in ‘Anansi’s Song’. This is written to the tune of Mango Walk which is a Caribbean song.

Use the backing from a karaoke version on the internet or from the backing track on the CD which accompanies the book ‘Okki Tokki Ungu’ (A&C Black).

Ask the children to sing the chorus each time and to listen to the words of each verse.

***Year 2 will soon be able to join in with the verse if they can see the words.***

*What story does the song tell? (Anancy and the Magic Pot)*

**Main activity (20mins)**

Last session they wrote a story board with a summary of events.

Today they are going to reply to a series of calls with specific responses. We sometimes call this ***question and answer*** but in this case, the phrases they say are more like responses.

Use the Q&A sheet below for the children to follow. They should:

* Say each of the responses
* Say and clap each of the responses
* Say and play each of the responses on shakers, woodblocks and claves

Year 1 children will do the above and practice it several times

***Year 2 children can do this in two groups. One group will say and play the call and the other, the response.***

***Year 2 Extension activity: Divide the children into groups of 4 or 6 and give out a call and response to each. Half the group will say and play the call and half the response.***

**Plenary (5mins)**

Ask the children to say and clap the following phrases:

* Do make me see
* Ate it up yum
* Tell me for true

*What do they have in common? (They are the same)*

**Learning Outcomes:** Children can

Sing tunefully

Identify and play specific rhythmic patterns

Play responses to a specific call (Year 1and 2)

Play calls and response in large groups (Year 2)

Play calls and responses in small groups (Year 2)

Q: What a pretty pot

A: Do mak me see

Q: What’s in the magic pot?

A: Green bananas

Q: What’s in the magic pot?

A: Salt fish and yams

Q: What’s in the magic pot?

A: Ackee and dumplings

Q: What’s in the magic pot?

A: Chicken rice and peas

Q: What a dirty pot

A: Never wash me

**Lesson 5: 30mins**

**Learning Intentions:** Children learn

A new chant

About verbs

About call and response phrases

How to create a four beat phrase

How to play in large groups (Year 1)

How to play in pairs or small groups (Year 2)

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and introduce the chant, ‘Mashed Potato’ from ‘Bingo Lingo’ (A&C Black)

Discuss what is being prepared and what verbs are being used to describe the actions

*Scrubba dub x 2*

*Chip chop x 2*

*Hubble bubble x 2*

*Mish mash x 2*

*Mmmmmm*

Ask the children to tap a steady **beat** on their knees as they say the words (Children in Year 1 might need to just tap the beat and not say the words at the same time at first).

Now ask them to clap the **rhythm** of the words.

Show the children pictures of yams, cassava and sweet potato which are root vegetables from the Caribbean.

**Main activity (15mins)**

Look at other foods from the Caribbean and introduce the question and answer game, ‘What’s in the pot?’

The children will all clap and say, ‘What’s in the pot?’ and volunteers will suggest foods from the pictures on the board/carpet. They might either link two together e.g. chicken and rice, or use adjectives to describe them e.g. ripe, juicy mango

Repeat this with small hand-held percussion instruments

Explain to the children that they are being composers because they are making up their own rhythmic patterns.

In order to do this, they must balance the length of the answer with that of the question.

Ask the children to draw a square in the air as I say, ‘What’s in the box?’

*Did they notice that the words fitted with the drawing of the four sides of the box?*

Now use one of the answers above and explore whether it too fits into the four sides.

*What about this answer, ‘Chicken, rice, yams, mango and star fruit? (It is too long)*

*It could be shortened to ‘Chicken, rice and yams’ or ‘Star fruit and mango’.*

Year 1: Write examples of Questions and answers on a large sheet of paper or on the board for the children to play. (This sheet can be used for display purposes)

Try first with all the children playing either the question or the answer and then in two groups.

**Year 2: Divide the class into two large groups and give one group the task of the playing the question and the other, the answer. Swap.**

**Now ask the children to work in groups of four or in pairs and give them the sheet below to fill in and play to the class.**

**Plenary (5mins)**

Year 1: Play through all the questions and answers as fluently as possible and then ask the children say the words in the heads with their ‘thinking voices’ and to play the rhythm on their instruments.

**Year 2: Listen to as many of the Question and Answer phrases as possible.**

Top tip: Ask all the class to play the question and for each pair to play their answer in turn.

**Learning Outcomes:** Children can

Tap a steady beat

Clap rhythmic patterns

Compose a four-beat rhythm

Clap and play fluently and accurately

**What’s in the Magic Pot?**

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**What’s in the Magic Pot?**

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**What’s in the Magic Pot?**

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**What’s in the Magic Pot?**

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**Lesson 6: 30mins**

**Learning Intentions:** Children learn

About rhythm

How to listen carefully

How to sing tunefully and clearly

How to play specific rhythmic patterns

How to perform as a class/large group (Year 1)

How to perform in small groups/pairs (Year 2)

**Introductory activity (5mins)**

Sing, ‘Hello children’ (GEGE) and ask them to clap the rhythm, ‘Tell me for true’ from Anansi’s Song.

*Can the find words with the same rhythm in each verse?*

*E.g. ‘went for a walk, ‘hey pretty pot, ackee and rice, grown very fat, side nearly split, wash him all clean, chicken and yams, found him a whip, poor lady wife’*

Ask the children to clap the rhythm of each phrase as they sing it and then give them small hand-held percussion instruments such as egg shakers, maracas, claves, woodblocks and guiros to play them on.

**Main activity (15mins)**

Revise the questions and answer activity, ‘What’s in the magic pot’, practise as a class/in small groups/pairs and then get ready to record.

*What should they think about when they are performing their questions and answer? (Speaking and playing together; speaking clearly and loudly; listening to each other and not playing when another group is).*

Record the Q&A’s and then play them back to the children so they can assess whether the voices are loud and clear enough and whether they are playing the correct rhythm.

**Plenary (10mins**)

Revise each verse of Anansi’s Song and play the rhythm of the words selected at the beginning of the lesson.

Use the backing track to help and perform the entire song with singing and percussion accompaniment.

If time, listen back to the performance and consider the questions below

* *Was the singing tuneful*
* *Was it loud enough without shouting*
* *Were the words clear*
* *Was the percussion played in the correct places*

**Learning Outcomes:** Children can

Sing tunefully and clearly

Discriminate between rhythmic patterns

Play rhythmic patterns accurately

Perform in large or small groups (Year 1)

Perform in small groups or pairs (Year 2)

Evaluate their work

**The Little Pine Tree**

**A Brothers Grimm Fairy tale retold by Dorothy Clare Green**

**A German Tale for Years 1 and 2**

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

A new singing game

How to make a storyboard

To explore vocal and body sounds

About structure/ pattern in stories

**Introductory activity (10mins)**

Sing, ‘Hello Children’ using E and G chime bars and ask them to respond.

Introduce the singing game, ‘Starlight, star bright’. The words are in the story of ‘The Little Pine Tree’ but the game can also be found in the book, ‘Singing Games and Rhymes for Early Years’.

The words are sung to more notes in that book but we are going to sing them to the notes E and G.

Star light, star bright,

G E G E

First star I see tonight

G e e g g E

Wish I may, wish I might

g g E g g E

Have the wish I wish tonight

g g e e g g E

Brainstorm some of the wishes the children might have a sing them back as a class

E.g. I wish I had a bike (GeeggE)

**(Year 2 extension: children may feel confident enough to sing in small groups or to even sing back alone).**

**Main activity (15mins)**

Explain that the children will hear this song when they listen to story of ‘The Little Pine Tree’. This story was written by some brothers, who lived in Germany during the 1800s.

Read the story and encourage the children to join in with the ‘Star Light’ song each time the tree wishes for something new.

Ask the children to help make a storyboard or summary of the tale on the board

E.g. Pine tree star light wish and fairy  leaves of gold  pedlar star light wish and fairy glass leaves storm star light wish and fairy  green leaves  goat  star light wish and fairy needles

Ask the children to re-tell the story using the song but also using their voices and body percussion to show the pedlar, goat and storm.

*Can they think of some descriptive words to describe the golden, glass and green leaves?*

**Plenary (5mins)**

Ask the children to look at the storyboard they have made and to notice something about the order of events

*Do they notice a pattern within the plot?*

*What keeps on happening?*

This pattern or ***structure*** can be found in musical compositions or pieces too

**Learning Outcomes:** Children can

Copy sung phrases

Sing tunefully and confidently as a class/large or small group

Pick out the main events in a story

Use their imaginations to add sound effects to the story

Find descriptive language with which to illustrate the story

Identify pattern within a plot

**Lesson 2: 30mins**

**Learning intentions:** Children learn

About structure

A new singing game

About timbre

How to arrange sounds

How to notate sounds

How to work in small groups (Year 2)

**Introductory activity (10mins)**

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

Remind the children about the question and answer structure of ‘Star light ‘Star bright’ and the repetitive structure of the story of ‘The Little Pine Tree’.

Introduce another question and answer singing game, ‘Who has a brother?’ from ‘Singing Games and Rhymes for Early Years’

This uses the notes G, E and A.

***Extension for year 2: Use GE and C as well***

The children will lonely sing back if the answer is ‘yes’ and they will try to copy the pitch of the sung question exactly.

*Who has a brother? (GeaGE)*

*I have a brother (GeaGE)*

*Who has short hair (GEGE)*

*I have short hair (GEGE)*

Use examples of pets, clothes, hair, eyes, and then favourite foods and hobbies.

**Main activity (10mins)**

Lay some un-tuned percussion instruments on the floor and ask volunteers to sort them into those that they would tap, shake or scrape.

Divide the children into three groups and give each group one of the sets of instruments.

Explain that we have sorted them by the way in which they are played but also by their ***sound or timbre***

Show the children the three cards below and explain which one is a symbol for their group’s sound.

Ask each group to follow their card in turn

Make a pattern of sounds by placing the cards in a sequence on the board e.g. tap, shake, scrape

Make replicas of the cards so that you can make longer sequences and encourage the children to help you find new patterns

E.g. Tap- shake-scrape-shake-tap-shake-scrape- shake

Tap- tap- shake- scrape, scrape- shake

Year 1: use the composition sheets below to notate a record of the class’ best/favourite sequences

***Year 2 extension: Give composition cards out to group of 4 or 6 children to fill in and play.***

**Plenary (10mins)**

Perform as many of the finish composition s as possible and make sure that the year 2 audience are engaged by identifying any patterns they might hear.

Show the children the filled in score below

*What sort of structure does it show? (The question stays the same but the answer changes each time just like if I were to ask them all what their favourite food was).*

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**Learning Outcome:** Children can

Sing tunefully

Recognise a question and answer structure

Play with control in groups

Follow visual symbols

Create sequences of sound using symbols

**Tap, Shake and Scrape Scores**

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**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About timbre

About percussion instruments

A new song

How sounds can illustrate parts of a story

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and introduce the game, ‘Have you brought your… voice? The children will reply, ‘Yes I have, yes I have’ each time.

Use different voices e.g. talking, whispering, playground, grumpy, sad, sleepy, excited, robot, and witch voice, and finish with singing voice (ggE)

*We were exploring the different sounds we could make with our voices.*

*This is called* ***timbre***

*When we divide the instruments into shakers. Tappers and scrapers, we were also exploring their* ***timbre.***

**Main activity (15mins)**

Ask the children how else we might sort the instruments and eventually ask them to sort them boy the material from which they are made- wood, metal and skin (or plastic in the case of most modern tambours and tambourines).

Divide the children up into three groups and give each group either wooden, metal or skin instruments.

Listen to ‘Percussion Family’ from ‘Kids Make Music 2’s and 3’s by Lynne Kleiner.

Ask the children to tap a steady beat on their knees along to the first section of the songs and then to pretend to pick up their instruments when they hear the words, ‘let me hear them play’.

They will provide a nice, steady beat to the next part of the music. The song starts with wooden sounds, then metal, then skin and then instruments. They can all play together during the last verse, as long as they can sing and hear the words of the song as they are playing.

Ask the children if they remember the three ways in which the Little Pine Tree changed during the story.

His leaves changed to gold, glass and then green deciduous leaves.

Ask the children to select sounds to illustrate each of these materials.

*How might they show the difference between gold and glass? (Glass shatters so perhaps they could make metal sounds shorter on triangles, Jingles and tambourines, whereas the golden sounds could be longer on Indian bells and finger cymbals?)*

*How might they show the fresh, green leaves? (With gentle rustling and unfurling sounds on clatterpillars, maracas, stirring drums and guiros?)*

**Plenary (5mins)**

Show the children each lf the three pictures and ask them to play the appropriate sounds as they see their picture.

Pack away the instruments and ask them how they selected the sounds for each picture.

*Each sound had its own* ***timbre***

**Learning Outcomes:** Children can

Explore vocal and instrumental sounds

Play with control in groups

Follow aural cues to play and stop

Play a steady beat

Select sounds according to their timbre

**Lesson 4: 30mins**

**Learning Intentions:** Children learn

About timbre

About pace and dynamics

About adjectives

How to record their work

How to talk about the effect of their music

**Introductory activity (8mins)**

Sing, ‘Hello children’ and revise the singing game, ‘Starlight, star bright’. Encourage volunteers to sing alone, in pairs or small groups.

*What colours do the children imagine when they think of starlight?*

*What words (adjectives0 could they use to describe the stars?*

*What instruments might they use to illustrate these words and colours? (Triangles, bells and glockenspiels or chime bars?)*

**Main activity (15mins)**

Ask the children to remember which instruments they chose to illustrate the golden, glass and green leaves of the Pine Tree

Gold-Indian bells, finger cymbals and cymbals gently struck with a soft beater

Glass- Triangles, jingles and tambourines

Green leaves- Clatterpillars, maracas, stirring drums and guiros

Today they are not just going to think about the sounds they have selected but ***how they are going to play them.***

They are going to decide whether to play them quickly or slowly, loudly or quietly and they may also want to experiment with different ways of playing their instrument e.g. rolling the maracas rather than shaking it or holding the triangle tight so that it doesn’t ring out.

Looking at some of the ways in which the leaves are described in the book might help them to decide.

The golden leaves are described as ‘beautiful’ and they make him ‘happy’.

*What other adjectives could describe gold?*

The glass leaves are described as ‘sparkling glass’, and as a ‘shimmering brilliant rainbow’

*What other adjectives might describe glass?*

The green leaves are described as ‘fresh’, ‘luscious’ and ‘juicy’.

*What other adjectives could describe green leaves?*

Year 1: Give out the instruments into three groups and give each group a turn to explore their sounds in front of the other children.

Explain that each group will play their sounds when they see the picture of the tree with gold, glass or green leaves.

Try this and record the effect.

***Year 2: Divide the children into six groups and give two groups the task of creating a sound picture of the tree with golden leaves; two groups the task of creating a sound picture of the tree with glass leaves and two groups the task of creating a sound picture of a tree with green leaves.***

***Give each group time to practice and then record them.***

**Plenary (7mins)**

Pack the instruments away and ask the children to listen to their work.

Refer back to the descriptive language that they used when describing the tree earlier in the lesson.

Encourage them to speak positively about what they hear, to use musical language like quiet and loud/ slow and fast, and to make some positive suggestions as to how they might improve their work next week.

**Learning Outcomes:** Children can

Sing tunefully and confidently

Use adjectives to describe different materials

Consider the pace and dynamics at which they play their sounds.

Work co-operatively in groups (Year 2)

Use musical vocabulary with which to describe their work and the work of others’

**Lesson 5: 30mins**

**Learning Intentions:** Children learn

To listen carefully to recorded music

To describe sounds using adjectives

About tempo/pace

Dynamics (volume)

About visual cues

To work in groups

**Introductory activity (15mins)**

Sing, ‘Hello children’ and remind them of the ways in which they chose sounds to represent the green, golden and glass leaves of the little pine tree. People who make up music are called **composers.** Composers take a lot of time considering what instruments to use before they start to compose.

The first piece of music they are going to hear is called ‘Fossils’.

*What are fossils? What sounds would they use to illustrate old bones and rock?*

*Would those sounds be short like some claves or long like some Indian bells?*

*Would they play them quickly or slowly, loudly or softly?*

Play the children part of ‘Fossils’ from ‘The Carnival of the Animals’ by Camille Saint Saens.

If time, repeat this activity with ‘The aquarium’. Make sure the children know what an aquarium is and ask them to think about how the fish move and what colours they might be before thinking about which instruments they would select and how they would play them.

**Main activity (13mins)**

Divide the class into three groups and give out tambourines to the first, claves to the second and tambours to the third.

Ask each group in turn to copy you as you play a steady beat on the same instrument. *Can they follow the beat when it gets faster or slower?*

*(They will have to use their eyes as well as their ears).*

The golden leaves were picked by a man.

The glass leaves torn down by a storm

The green leaves nibbled by a goat

*Which character would they play quickly, which slowly and which in the middle?*

Write their suggestions on the board

Now show the children how you show them that they should play quietly (palms close together), a little louder (palms further apart) and really loudly (palms far apart).

*Which event would make the most noise (storm), least noise (goat), somewhere in the middle (man)?*

Write their suggestions on the board.

Give each group a character and ask them to follow the speed/tempo) at which you hands move and to notice if they are close together (quiet), a little way part (medium) or far apart (loud.

|  |  |  |
| --- | --- | --- |
| **Man** | **Storm** | **Goat** |
| Slow | Fast | Medium |
| Medium | Loud | Quiet |

**Plenary (2mins)**

Pack away the instruments and discuss the words they have explored today

*What does tempo mean?*

*What word might they normally use instead of ‘dynamics’?*

*What does the word ‘timbre’ mean?*

**Learning Outcomes:** Children can

Listen attentively

Talk about sounds they hear using musical language

Follow visual cues

Play with control

Select tempi and dynamics to illustrate characters or events in a story

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

How to practise in small and large groups

How to follow aural and visual cues

How to play with control

How to perform their music

**Introductory activity (7mins)**

Sing, ‘Hello children’ and tell that today they are going to put all the ideas they have been working on in the last few weeks together in order to tell the story of The Little Pine Tree using music.

Firstly, they need to remember the four wishes that the tree made.,

‘I wish for leaves of gold’

‘I wish for leaves of glass’

‘I wish for leaves of green’

I wish for my green needles back’

Practice singing these with the song, ‘Star light, star bright’

**Main activity (15mins)**

Year 1: Divide the class into three groups and give them the instruments that they used to illustrate each of the three different leaves.

Gold- Indian bells, finger cymbals and cymbals struck with a soft beater

Glass- triangles, jingles and tambourines

Green- clatterpillars, maracas, guiros and stirring drums

Also remind them of how they decided to play them (quietly or loudly, quickly or slowly, with a different technique?)

Listen to each group play and then ask all of them to follow your hands as you step like a man (slowly and moderately loudly); crash like a storm (quickly and loudly); nibble like a goat (moderately quickly and quietly).

Now perform and record the entire story, following the pictures below

Star Light song  leaves of gold  man star light song leaves of glass  storm star light song  leaves of green  goat  star light song

A yellow star on a white background

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A bowl of yellow leaves

Description automatically generated with low confidence

A picture containing text

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A yellow star on a white background

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[A picture containing tree, outdoor, plant

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A yellow star on a white background

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A close up of a plant

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A picture containing clipart

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A yellow star on a white background

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***Year 2: Divide the class into 6 groups***

***Group 1: Leaves of Gold (Indian bells, finger cymbals and cymbals struck with a soft beater)***

***Group 2: Man (Tambourines)***

***Group 3: Leaves of Glass (Triangles, jingles and chime bars)***

***Group 4: Storm (Tambours)***

***Group 5: Leaves of Green (clatterpillars, maracas, stirring drums and guiros)***

***Group 6: Goat (Claves and castanets)***

***Give time for each group to practice, to follow their picture cards and make sure that groups 2, 4 and 6 remember how to follow the pace at which your hands move and the volume at which they should play.***

***Perform and record the piece- either using the cards above or the script below***

**Plenary (3mins)**

Pack away the instruments and ask the children how they thought their performance went

*Did they sing clearly and tunefully?*

*Did each group follow the cards?*

*Did the group showing the man, storm and goat follow the hands signs, which showed them how fast or how loudly to play?*

Make time another day to listen to the recording and to evaluate it properly using all the language they have learnt during these sessions.

**Learning Outcomes:** Children can

Sing tunefully and confidently

Follow visual cues

Work confidently in large groups (Year 1)

Work confidently in small groups (Year 2)

Play with awareness of effect

Talk about music using musical vocabulary

**The Little Pine Tree Script**

***Teacher***

**Once upon a time there was a little pine tree. Although there were other trees nearby, he was the only pine tree and felt very lonely**

***Group 1***

**The little pine tree was proud of its long green needles when other trees were bare**

**But the pine tree wished for large, gold leaves; brighter than the leaves on any other tree-leaves that would glisten in the sun.**

**I WISH I COULD HAVE GOLD LEAVES**

*Golden Music…*

***Group 2***

**The next morning his gold leaves glistened in the sun but a man came walking by, picked all the leaves and put them in his bag.**

*Walking music/chinking sounds*

***Group 3***

**The little pine tree wished for leaves of sparkling glass that no one would pick**

**I WISH I COULD HAVE GLASS LEAVES**

*Glassy sounds*

***Group 4***

**The next morning his leaves were as clear as crystal and tinkled in the wind. But in the afternoon the sky turned dark, the wind blew and the rain poured**

***Stormy sounds/smashing***

***Group 5***

**All the glass leaves shattered and fell to the ground so the little pine tree wished for large, green leaves like the other trees**

**I WISH I COULD HAVE GREEN LEAVES**

*Sounds of growing and unfurling*

***Group 6***

**Soon a goat came and nibbled the large green leaves until they were all gone**

*Trotting and nibbling/munching sounds*

***Teacher***

The little pine tree cried, “ A man took my gold leaves, the wind broke my glass leaves and a goat ate my green leaves”

I WISH I COULD HAVE MY NEEDLES BACK

**Hot, Hot Roti for Dada-ji by F. Zia**

**An Indian tale for Years 1 and 2**

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

A new singing game

About Dada-ji’s story

About describing words (adjectives)

About doing words (verbs)

About rhythm

About dynamics (volume)

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and teach them the Lemonade song from Singing Games and Rhymes for Early Years.

*Here I come*

*Where from?*

*Milton Keynes*

*What’s your trade?*

*Lemonade*

*Give me some don’t be afraid.*

Ask the children to be ‘rhyme detectives’ in order to identify ‘trade’, ‘lemonade’ and ‘afraid’ and then play around with the towns and drinks. Ask the children to think of a city e.g. London and then somewhere they would need to travel to by plane or ferry.

Finish with India

Look at the title of the book, ‘Hot, Hot Roti for Dada-ji’ and ask the children if any of them know what Roti is and what ’Dada-ji’ stands for.

Roti is flat bread made from whole wheat flour which does not rise as it contains no yeast.

Dada-ji is the Hindi word for paternal grandfather (the child’s father’s father).

Dadi-ma is the term for the father’s mother.

Read the first ten pages of the book and make sure that the children are clear about the story so far

*Who has come to stay?*

*Why is Aneel so pleased?*

*Where do his grandparents live?*

*How is the village described?*

**Main activity (15mins)**

At the beginning of the book, Aneel describes his grandparent’s village like so:

*The faraway village with the green wheat fields and the swaying coconut palms’*

On page 5 it is described as:

*The arm breeze made the green wheat -fields dance and the brown coconuts rustle’*

Ask the children to help you make a list of any words that describe colours or movement.

I.e. Green, swaying, dance, brown and rustle.

Ask the children to show swaying and dancing movements with their hands and to rustle their palms together.

*Can they think of any other way to make a rustling?*

Some children might rub their arms or legs and some children might suggest an instrument such as the maracas, guiro, cabasa or clatter pillar.

Give out a selection of these instruments to half the class and ask the others to rustle using body percussion.

Now ask some children to choose one of the words from the list above and to play it on their instrument or with their hands.

*Should they do this loudly or quietly? (Quietly)*

Record the sounds that the children have made.

Swap tasks and record them again.

Tell the children that they have composed a background for their story and that next time they will begin to look at the animals in Dadi-ji’s story.

**Plenary (5mins)**

Pack the instruments away and ask the children what new words they have learnt today.

Some will have learnt some Hindi words such as Roti, Dada-ji and Dadi-ma

*How did we play our sounds today?*

*We played them quietly and we played the rhythm of words from the story.*

*What special words did we pick out of the story?*

*We picked out describing words or adjectives such as green and brown*

*We picked out action words or verbs such as dancing, swaying and rustle*

**Learning Outcomes:** Children can

Play the rhythm of words

Create a sound picture using body and hand-held percussion

Play with control and awareness of dynamics (volume)

**Lesson 2: 30mins**

**Learning intentions:** Children learn

About timbre

About tempo/pace

About texture

To work in groups

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and remind the children that Aneel was listening to his grandfather’s story.

*Who can remember what the name for his grandfather was in Hindi? (Dada-ji)*

Show the children the pictures of the young man wrestling a water buffalo, tying two cobras in a knot, spinning three elephants by their tails, making the earth rumble, shaking the mango tree an touching the night sky with his feet.

Take the first three pictures and look at the way in which the animals are described:

* *Snorting water buffalo*
* *Hissing cobras*
* *Trumpeting elephants*

Each phrase describes the sound that the animal makes. We can call this individual sound, **timbre.**

Ask the children to make a sound for each

**Main activity (15mins)**

Now that we have used our voices to illustrate the sound or timbre of each animal we need to think about how each one might move.

The water buffalo will be standing its ground and ***stamping***

The cobras would ***slither and wriggle***

The elephants would be ***whirling round and crashing to the floor***

Ask volunteers to choose sounds for each of these and to demonstrate how they might be played

E.g. Woodblocks and drums for the buffalo

Maracas, cabasa and clatter pillars for the snake

Tambourines shaken and then hit for the elephants

Give the children the opportunity to explore these sounds and then listen to each in turn.

Now show them the three pictures again and ask each group to play when their animal is pointed to.

Finally, play the recording from the previous session of the peaceful sounds of the village and add the sounds of each group over it.

**Plenary (5mins)**

Pack away the instruments and ask the children some questions about their work

*Did they like the effect of listening to sounds be played over other sounds?*

*They were creating a* ***texture of sounds.***

*Did they think that the instruments they chose suited the animals?*

*Had they chosen the right sound or* ***timbre****?*

*Did they think the way in which they played them-fast or slow, smoothly or jumpily, was effective?*

**Learning Outcomes:** Children can

Select sounds according to their timbre

Play them with control and awareness of pace

Follow visual cues

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About duration

A new game

How to select sounds to illustrate movement and colour within a story

To work creatively as a class (Year 1)

To work creatively in groups (Year 2)

To talk about their work

**Introductory activity (10mins)**

Sing, ‘Hello Children’ (GEGE) and ask them to remember some of the words that described the sounds that the water buffalo, snakes and elephants made in Dada-ji’s story. (Snorting hissing and trumpeting).

We are going to look at the next three pictures .In these pictures the pictures are described with verbs that describe movement e.g. *the earth* ***rumbled****, he* ***shook*** *the mango tree and he* ***touched*** *the blue sky.*

Ask the children to show these actions with their hands and fingers.

*What sort of sounds might they choose to show each of these and why (drum rolls, shaking maracas and Indian bells)?*

**Main activity (15mins)**

We choose instruments to illustrate colours, sounds and actions in a story book because of their ***timbre.*** Each sound is slightly different but they can be grouped into various categories e.g. shakers, scrapers and tappers or those that have long sounds and those that have short. This is described as ***duration.***

Introduce the game, ‘make you sounds as short as mine’.

This is from the book, ‘Bobby Shaftoe clap your hands’ (A&C Black) and the tune is ‘Do you know the Muffin Man?)

*Make your sounds as short as mine*

*As short as mine*

*As short as mine*

*Make your sounds as short as mine*

*And do it after me*

Explore some tapping, clicking, stamping and short phonemes such as, ‘t’ and ‘p’ with the children. Ask individuals to lead and place their name in the song e.g. ‘Make you sound as short as Ben’s’

Repeat this with long sounds such as rubbing and long phonemes such as ‘sh’, ‘s’, ‘m’ and ‘l’.

Now divide the children into three groups and hand out the sounds selected above to illustrate the rumbling earth, the shaking tree and the blue sky full of stars.

*When played once, which are short sounds (the tambour and the maracas)?*

*Which are long sounds? (The Indian bells and triangles)*

*How are we going to play these sounds- quickly or slowly, loudly or quietly?*

Use the children’s suggestion to make some notes on the board for them to follow

|  |  |  |  |
| --- | --- | --- | --- |
| Action or colour | Instrument | Pace (Speed) | Dynamics (volume) |
| Rumbling earth | Drums | Fast | Quiet |
| Shaking mango tree | Maracas and jingles | Fast | Loud |
| Touching the night sky | Indian bells and Triangles | Slow | Quiet |

Now ask the children to practise and then perform their sounds as you point to each picture in turn.

Record each one.

**Plenary (5mins)**

Pack away the instruments and listen to the effect of the music they have just composed.

*Are they happy with the sounds that they chose (selected)?*

*Are they happy with the way in which they played them (loudly or quietly/ quickly or slowly)?*

**Learning Outcomes:** Children can

Select sounds according to their timbre

Discriminate and create short and long sounds

Play with control

Follow visual cues

Talk about their music using musical language

**Lesson 4**: **30mins**

**Learning intentions:** Children learn

A new singing game

About rhyme

About alliteration

About rhythm

A new action game

**Introductory activity (15mins)**

Sing, ‘Hello children’ (GEGE) and then use the same notes to teach the children the song, ‘Hickety Tickety Bumble Bee’ from ‘Singing Games and Rhymes for Early Years’.

*Hickety Tickety Bumble Bee (gggeeeGgE)*

*Can you sing your name for me? (GgEeGgE)*

*My name is Joseph (GEeGE)*

As you are teaching the children how to sing the song, ask them if they can spot any rhymes

Sing both the question and the answer all together with the children substituting their own names.

Now pass a toy or puppet bee around the ring and ask volunteers to sing their names alone. There is no need to sing the question each time, unless the children lose the pitch of the notes G and E.

Now ask everyone to think of a word that rhymes with their name.

There may be a real word e.g. Late Kate or they may need to make up a nonsense word, simply by changing the sound at the beginning of the word e.g. Bovis Joseph

Ask volunteers to sing their new answer e.g. My name is Gooey Louis

**Main activity (10mins)**

Show the children some phrases from the story, ‘Hot, Hot Roti for Dada-ji’

***‘Hot roti that sizzled and whizzled’***

***‘Fluffy puffy roti’***

Ask the children to clap the rhythm of the words that rhyme e.g. ***sizzled and whizzled, fluffy and puffy.***

Repeat this using small hand-held instruments

The roti is also described using the words, ‘danced’ and sputtered’.

*Can they find words to rhyme with each of these? (e.g. ‘pranced’ and ‘spluttered’)*

Clap and play these rhyming phrases

*Can they find rhyming words to describe the ingredients of roti- even if they are nonsense words?*

*E.g. Spicey, nicey lentils*

*Snowy, blowy flour*

Crispy, wispy salt

*Sloshing, boshing water*

Ask the children to play the rhythm of each of these phrases on their instruments.

**Plenary (5mins)**

Finish with a chants called, ‘Bananas’. They will be able to learn this very quickly if they can remember the rhyming words at the end of each line.

*Bananas, bananas* ***Clap, clap, clap***

*Bananas, bananas* ***Flap, flap, flap***

*Bananas, bananas* ***Click, click, click***

*Bananas, bananas* ***Flick, flick, flick***

*Bananas, bananas* ***Bump, bump, bump***

*Bananas, bananas* ***Jump, jump, jump***

**Learning Outcomes:** Children can

Sing tunefully

Explore and generate rhyme

Play the rhythm of words and phrases

Use their knowledge of rhyme to add actions to a chant

**Lesson 5: 30mins**

**Learning Intentions:** Children learn

About alliteration

To copy sung phrases

About rhythm

**Introductory activity (12mins)**

Sing, ‘Hello Children’ (GEGE) and ask them to say the tongue twister,

*Susie sells sea-shells on the sea shore*

*Why is it called a tongue twister? Why is it hard to say all those words next to each other?*

***We called this alliteration.***

Ask the children to change the name ‘Susie’ to another name starting with the sound, ‘s’.

Likewise, ask them to change ‘sea-shells’ and ‘sea-shore’.

The result might be something like:

*Sanjay sells sausages from the superstore.*

Now remind the children of the singing game, ‘Hickety Tickety Bumble Bee’.

Ask all the children to sing their own name back at once together.

Then remind them that in the previous session they had found or made up rhyming words to go with their names (i.e. Phoebe Weeby).

Today they should try to think of any word that begins with the same sound.

E.g. Funny Phoebe.

NB. It is important that they use the sound at the beginning of their name or the word and not the letter name e.g. Jeremy Giraffe is fine, as is ice cream Ayisha

**Main activity (10mins)**

Tell the children that they are going to spot examples of alliteration in the story ‘Hot, Hot Roti for Dada-ji’ and that they are also going to make up some new examples.

When Badi-ma makes roti ‘hungry villagers **trampled tall** fields’

The roti is described as ‘**brown** and **buttery’.**

Ask the children to say and clap the rhythm of ‘trampled tall fields’ and ‘brown and buttery’.

Now look back at the description of the animals that Dadi-ji wrestled with.

‘A snorting buffalo’

‘Two hissing cobras’

‘Three trumpeting elephants’

*Which phrases is an example of alliteration? (Three trumpeting)*

Year 1: Take four numbers, ask the children what sound they start with and then ask them to find an animal which starts with that sounds and a word to describe it.

E.g. Two terrifying tarantulas

Four ferocious foxes

Six sneaky snakes

Nine naughty numbats

**Year 2: Divide the children into groups of 3or 4 and give each a card starting with the numbers 1, 2, four, five, six, seven, nine and ten. They should think of the animal which starts with that sound first and then any adjective to describe it**

|  |  |  |
| --- | --- | --- |
| **One** | **w……..** | **w……** |

*.*

|  |  |  |
| --- | --- | --- |
| **Two** | **t………** | **t……..** |

|  |  |  |
| --- | --- | --- |
| **Four** | **f……...** | **f……..** |

|  |  |  |
| --- | --- | --- |
| **Five** | **f………** | **f……...** |

|  |  |  |
| --- | --- | --- |
| **Six** | **s……….** | **s……..** |

|  |  |  |
| --- | --- | --- |
| **Seven** | **s…….** | **s…….** |

|  |  |  |
| --- | --- | --- |
| **Nine** | **n……..** | **n……..** |

|  |  |  |
| --- | --- | --- |
| **Ten** | **t……….** | **t……...** |

**Plenary (8mins)**

Year 1: Clap and then play the rhythm of all the phrases on hand-held percussion instruments.

**Year 2: Have one set of hand-held instruments ready so that each group can take it in turns to clap and then play the rhythm of their phrase**

**Learning Outcomes:** Children can

Sing tunefully

Identify and generate alliteration

Play the rhythm of words and phrases

Work co-operatively in groups (Year 2)

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

A new action song

About sequence and instructional writing

About the process of composition

About some of the inter-related dimensions of music

To work in groups

To follow visual cues

**Introductory activity (18mins)**

Sing, ‘Hello children’ (GEGE) and introduce the song, ‘Banana Smoothie’

This uses the notes G, E and D and follows the method of making a smoothie from bananas!

Add appropriate actions to a steady a beat for each line.

*Peel bananas, peel, peel bananas (GeDE gGeDE)*

*Chop bananas, chop, chop bananas*

*Mash bananas, mash, mash bananas*

*Blend bananas….*

*Pour bananas …*

*Drink bananas….*

*Go bananas, go go bananas!! (Dance around)*

**Main activity (17mins)**

Ask the children to repeat the stages of making a banana smoothies and then look at the pages in ‘Hot, Hot Roti for Dada-ji’ which describe the way in which Aneel makes roti with his Dadi-ma (grandmother).

* Mix the flour and water
* Add some salt
* Knead the dough (Punch, push and pull)
* Roll into balls
* Roll out in a circle with a rolling pin
* Heat up the tavva pan and add some butter
* Flip the roti
* Pile them high in a stack

These are ***instructions.*** Ask the children to help write some instructions for someone trying to compose some music to illustrate this cooking method using sound

1. **Select** the sound you think is best according to its ***timbre***
2. Think about **how** you are going to play it- **quickly or slowly *(Pace),* loudly or quietly *(Dynamics)***
3. **Organise** your sounds to create the sequence needed to describe the cooking of roti
4. **Follow pictures** or other **symbols** when playing
5. **Year 2 children might like to explore *combining sounds***

Pick out the main verbs from the method – Mixing, sprinkling, kneading, rolling, heating/hissing and flipping and ask the children to choose sounds for each

E. g. Mixing – triangle beater scraping the inside of the instrument, stirring drum

Sprinkling – maracas and jingles

Kneading- clatterpillars and guiros

Rolling- roll a tambourine or rain maker

Heating/hissing- castanets

Flipping- tambours and woodblocks

Divide the class into 6 groups and ask the children to think about how they are going to play their instruments. They need to consider the pace and dynamics

e.g.

|  |  |  |
| --- | --- | --- |
| Action | Pace | Dynamics |
| Mixing | Moderately quickly | Moderately loud |
| Sprinkling | Fast | Quiet |
| Kneading | Slow | Quiet |
| Rolling | Quickly | Quiet |
| Heating | Fast | Loud |
| Flipping | Slow | Loud |

Give the children the opportunity to explore the sounds when you point to their picture in the book and then perform them.

If time, record the sounds with the title, ‘This is how to make Roti’.

**Plenary (5mins)**

Pack away the instruments and talk about what they described using sounds today.

*How did they select the sounds?*

*What did they have to consider when playing them?*

***Extension activity for year 2- Try combining some of the sounds and comment on the effect.***

**Learning Outcomes:** Children can

Tal about the process of composition

Repeat sequences of instructions

Select sounds according to their timbre

Play them with control and awareness of pace and dynamics

Follow visual cues

***(Year 2: Combine sounds)***

**The Name Jar by Yangsook Choi**

**A Korean Tale for Years 1 and 2**

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

Two name games

About pulse

About rhythm

A movement game

**Introductory activity (10mins)**

Sing, ‘Hello Children’ using G and E chime bars (GEGE) and ask them to respond.

Tell them that as the title of the book they are going to be reading is, ‘The Name Jar’, they are going to start with game in which they clap the **rhythm** of their names. This is the pattern that the syllables make in their name.

Start with yourself. Clap the rhythm of your name and then ask all the children to say and clap it back, like an echo. Repeat this with all the children so that everyone claps and says everyone’s name.

*Were some harder to clap than others?*

Introduce the name the little girl in the book, ‘The Name Jar’. She has arrived in America from Korea and her name is Unhei (pronounced ‘Yoon-hye’).

**Main activity (15mins)**

Read the story of Unhei’s first journey to school on the bus and the way the children made fun of her name.

*Why did Unhei not want to tell her class what her name was?*

*Why does she tell her mother that she wants her own American name?*

Everyone’s name is special. Teach the children how to play ‘I have got the ball’ form the book ‘Singing Games and Rhymes for Early Years’.

The children with the ball decides on who she or he would like to roll it to before she/he sings.

*I have got the ball*

*Can you catch it Henry?*

Try to ensure that everyone has a go but if necessary, change the game slightly by saying,

‘I am going to roll the ball to someone whose name begins with a…..’

**Plenary (5mins)**

Finish with a movement game called ‘Jim along Josie’ (Also from ‘Singing Games and Rhymes for Early Years’)

This time the children will keep a **steady beat** by tapping their knees as they listen to the words of the song

*Hey Jim Along*

*Jim along Josie*

*Hey Jim along*

*Jim along Joe*

(If you haven’t got the book and CD, then just use the notes G and E to sing the words)

*Can the children remember what names were in the song?*

*What sound did they all begin with?*

If time, sing the song again and ask the children to join in with as many of the words as they can.

**Learning Outcomes:** Children can

Clap the rhythm of words

Sing simple phrases tunefully

Move to a steady beat

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

About rhythm

About pulse

About alliteration

How to clap and play rhythmic patterns

**Introductory activity (8mins)**

Sing, ‘Hello Children’ (GEGE) and ask them to clap the ***rhythm*** of their names, one at a time with everyone repeating the name and its rhythm as an echo.

Revisit the singing game, ‘Hickety Tickety Bumble Bee’ and ask the children to all sing the call and then their names in the response together.

**Main activity (15mins)**

Revise the action game, ‘Jim along Josie’.

Sing the song whilst tapping the ***pulse*** on their knees.

In the song there are three words that begin with ‘j’ (Jim, Joe and Josie).

We don’t actually know what is meant by ‘Jim-along’.

The technique used here is called ***‘alliteration’***

Can we think of any action and then find two names which start with the same sound?

Here are some suggestions:

*Hey bounce/bop/bump long*

*Hey clap along*

*Hey dance along*

*Hey eat along*

*Hey fight along*

*Hey groove*

*Hey hop along*

*Hey jump along*

*Hey kick along*

*Hey leap long*

*Hey march along*

*Hey nod along*

*Hey pat along*

*Hey run along*

*Hey stomp along*

*Hey tap along*

*Hey walk along*

Divide the children into three groups. Ask the first group to tap their fingers together to a steady beat as they all sing, ‘Hey tap along’.

Ask the second group to shake their hands in the air to a steady beat as we sing, ‘Hey shake along’.

Ask the third group to rub one arm to a steady beat with the other hand as we all sing, ‘Hey scrape along’.

Now give out each group the corresponding instruments- tappers, shakers and scrapers.

**Plenary (7mins)**

Revisit ‘Hickety Tickety Bumble Bee’ once more and this time ask each child to think of a word beginning with the same sound as their name to put in front. E.g. my name is Funny Phoebe. My name is giraffe Joseph. My name is Ice-cream Ayisha.

(I have chosen examples which specifically do not start with the *same letter* but with the *same sound*)

Ask each child to play the rhythm of the two words on their instrument. (Not the whole phrase).

**Learning Outcomes:** Children can

Play with control

Move and play to a steady beat

Clap and play rhythmic patterns accurately

Sing tunefully

Identify and generate alliteration

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About alliteration

About pulse

About rhythm

A new singing/action game

**Introductory activity (8mins)**

Sing, ‘Hello children’ (GEGE) and ask everyone to remember their alliterative name phrases from the previous session. E.g. Cuddly Kate

Give everyone the opportunity to practise clapping these words before you listen to each in turn.

Just as with the other name clapping game, ask all the children to say and clap back each time as an echo.

**Main activity (15mins)**

Introduce the chant, ‘My name is’

Ask the children to keep a steady pulse by clapping and then repeat this tapping their knees

Year 1: Try clapping twice and then tapping twice

**Year 2: Try clapping twice and then tapping twice. The try tap clap click click. (If the children find it difficult to clap they can try tap clap tap clap)**

Ask the children to think of a place that begins with the same sound as their name

E.g. Louis and Liverpool

Use one example for all the children to say together

E.g. My name is Mohammed and I come from Milton Keynes

Start the pulse using body percussion and then try adding the words.

Ask the children to practise their own examples and then try listening to each child in turn.

Look at shops in the book

* Fadil’s Falafel
* Tony’s Pizza
* Dot’s Deli
* Kim’s Market

Change names to make them all alliterative and try to make up names for new shops

E.g. Sasha’s Store, Lorenzo’s Laundry, Shiven’s Shoe shop

**Plenary (7mins)**

Give out a selection of hand-held instruments and ask children to play the rhythms of the new alliterative shops on their instruments.

*What have they been exploring today? (Alliteration)*

**Learning Outcomes:** Children can

Clap and play the rhythms of words and phrases accurately

Keep a steady beat using a variety of body percussion

Identify and generate alliteration

**Lesson 4:30mins**

**Learning Intentions:** Children learn

Two new singing games

A new chant

About pulse

About rhythm

How to play and move to the above

**Introductory activity (10mins)**

Sing, ‘Hello children’ using G and E and then use those notes to play and sing, ‘Hello Unhei’. (This is a Kodaly game known as ‘Hello Anna’)

The children sit in a circle whilst you choose a child to hold the ball in his or her lap.

Show the how to sing that child’s name (e.g. Hello Anna, how are you?) and then the child how to respond (Very well, thank you). The child then chooses another child to roll the ball to as the children sing, ‘Now roll the ball to someone new’.

*All: Hello Anna, how are you? (ggeeggE)*

*Anna: Very well, thank you (ggEGE)*

*All: Now roll the ball to someone new (gggeeggE)*

Ask the children to keep a steady **beat** with their hands on their knees as they sing the song.

Try this for a third of the class only and tell the other children that they will have chance to be chosen in two other games that they will play today.

**Main activity (10mins)**

Ask the children what they marked with their hands on their knees? ***(The Pulse or beat)***

Now they are going to play the ***rhythm*** of their names

Introduce the game, ‘Who’s that tapping?’ and practice tapping their fingers together on the words, ‘tapping at the window’ and ‘knocking at the door’. Tap the rhythm of those words and the rhythm of the name chosen.

If you have the book, ‘Singing Games and Rhymes’ then use the notes on the accompanying CD. If you don’t, just use the notes G and E alternately.

*Who’s that,* ***tapping at the window****?*

*Who’s that,* ***knocking at the door****?*

***Lizzie’s tapping at the window***

***Lizzie’s knocking at the door***

***(Tap the rhythm of the words in bold)***

Now repeat the game with claves and wood blocks and use ten more names (or a third more of the class)

Look at the names in the Name Jar in the next few pages of the story and use the instruments to tap their **rhythm**

* Daisy
* Tamela
* Miranda
* Stella
* Avery
* Madison

**Plenary (10mins)**

Introduce ‘The Cookie Jar’ game and encourage the children to keep a steady beat in any way as they say the words.

(Encourage children to demonstrate new ways of keeping the beat)

Use the remaining ten or a third of the names not used today in this game.

Choose the name of one child to start

*Who stole the cookie from the cookie jar?*

*Joseph stole the cookie form the cookie jar*

***Joseph:*** *Who me?*

***All:*** *Yes you!*

***Joseph****: Couldn’t have been!*

***All:*** *Why not?*

***Joseph:*** *Because I was at the cinema/shopping/playing football etc.*

***All:*** *Then who stole the cookie from the cookie jar?*

When you have finished the game, ask the children to remember in which games they maintained a steady **beat** and in which they tapped or played the **rhythm** of the words

Hello Anna = beat

Who’s that tapping? = rhythm

Cookie jar = beat

**Learning Outcomes:** Children can

Maintain a steady beat

Play the rhythm of words and phrases accurately

Sing tunefully and accurately

**Lesson 5:30mins**

**Learning intentions:** Children learn

A new singing game

How to add body percussion to a song

How to sing in a large group and alone

Year 2: How to work in small groups

**Introductory activity (8mins)**

Sing, ‘Hello children’ using G and E and then revise ‘Hickety Tickety Bumble Bee’

Give the children to choose whether to reply just using their name or by using their made up rhyme or alliterative word

E.g. My name is Phoebe

My name is funny Phoebe

My name is weeby Phoebe

**Main activity (17mins)**

Read rest of ‘The Name Jar’ and discuss why Joey was such a good friend and why Unhei was so embarrassed about her name at first.

Now introduce the singing game, ‘We all have different names’

If you have ‘Active Music’, use the correct notes, but if not, just us G and E.

*You might find a C chime bar and sing the names to G and C alternately*

*We all have different names,*

*G g E g g E*

*They are good for playing games*

*G g e e g g E*

*Phoebe, Joseph, Joseph, Louis*

*G G C C G G C C*

*Louis, Henry, Henry, Benjamin*

*G G C C G G c c C*

The children decide where the game is going to start. At first, ask all the children to sing the first child’s name and then the second. Then they sing the second name again and then the third. They sing the third name again and then the fourth. At this point the game starts again and the children may feel able to sing by themselves.

When the children feel confident with the game, try different actions to keep the pulse e.g. tap clap, click tap, tap head tap shoulders

***Year 2 children can try this in groups of 5***

**Plenary (3mins)**

Ask the children what their body percussion movements were showing today (The **Beat**)

**Learning Outcomes:** Children can

Generate alliteration/rhyme

Sing confidently and accurately

Maintain a steady beat whilst singing

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

How to create their own singing game

How to write a four line rhyming poem (Year 2)

How to keep a steady beat

How to perform their singing game

**Introductory activity (5mins)**

Sing ‘Hello children’ and talk through the games they have learnt so far which involve keeping a **steady beat**

1. My name is Mohammed and I come from Milton Keynes
2. *All: Hello Anna, how are you? (ggeeggE)*

*Anna: Very well, thank you (ggEGE)*

*All: Now roll the ball to someone new (gggeeggE)*

1. *Who stole the cookie from the cookie jar?*

*Joseph stole the cookie from the cookie jar*

***Joseph:*** *Who me?*

***All:*** *Yes you!*

***Joseph****: Couldn’t have been!*

***All:*** *Why not?*

***Joseph:*** *Because I was at the cinema/shopping/playing football etc.*

***All:*** *Then who stole the cookie from the cookie jar?*

1. *We all have different names,*

*G g E g g E*

*They are good for playing games*

*G g e e g g E*

*Phoebe, Joseph, Joseph, Louis*

*G G C C G G C C*

*Louis, Henry, Henry, Benjamin*

*G G C C G G c c C*

They have used a ball and body percussion/actions.

Year 1: Today we will explore all of those games together and make up a new one.

***Year 2: Will work in groups of four or five in order to either perform one of the games we have already performed, use words to a new game or make up their own words/game using some starters to help them.***

**Main activity (18mins)**

***Year 2 could use a skipping rope or roll a ball between them in groups of four or five after they have practiced singing the song and moving to the beat.***

Yr 1 could pass a ball around the circle or try passing a beanbag between pairs of children or make up a new playground game using G and E

e.g.

Tell me what’s your special name?

Is it ….,…… or Jane?

Sound it out or clap for me

Ready, now, 1, 2, 3 (K-A-T-E)

**Game Cards for Year 2**

**My name is (Alliteration game)**

My name is ………. and I come from ……………..

**Hello Anna**

All: Hello ……., how are you?

………: Very well, thank you

All: Now roll the ball to someone new

**The Cookie Jar**

Who stole the cookie from the cookie jar?

……. stole the cookie from the cookie jar

**……..:** Who me?

**All:** Yes you!

**………**: Couldn’t have been!

**All:** Why not?

**………:** Because I was………….

**All:** Then who stole the cookie from the cookie jar?

**Different Names**

We all have different names,

They are good for playing games

………., ………, *same name*, ………

*Same name*, …………, *same name*, ……………

**Special Names**

Tell me what’s your special name?

Is it …………, ………….. or Jane?

Sound it out or clap for me

Ready, now, 1, 2, 3 (*Sound out your name)*

**Starter**

Names belong to you and me

…………………………….. with a one,……, …….

………….. , ……………, ……………, ……………..

……………………………………and tap your knee

*Add some of your own words to line 2 and a word to rhyme with ‘Me’.*

*Add names to line 3*

*Add actions to line 4*

Give the children 10 minutes to practice their games and then make they can

* Sing it/say it confidently and clearly
* Add a steady beat using body percussion
* Add a steady beat using a rolled ball, passed beanbag or skipping rope

Perform and record the class singing game (Year 1)/ group singing games (Year 2)

**Plenary (2mins)**

During this project the children have learnt a lot of singing games and rhymes connected with names.

*Although the book they have read was called ‘The Name Jar’ what was it really about? (Friendship and acceptance)*

The musical skills they have learnt is the difference between **pulse/beat** and **rhythm**

**Learning Outcomes:** Children can

Sing confidently and tunefully as a class

Sing confidently and tunefully in small groups (Year 2)

Maintain a steady beat whilst singing using body percussion or equipment

Perform to an audience

**Dear Juno by Soyung Pak**

**A Korean Tale for Years 1 and 2**

The following musical activities have been inspired by the fact that Juno and his Grandma are able to communicate through art and not the written word.

We can also communicate through music.

In this project the children will illustrate some pictures using sound and in order to do this, will explore the inter-related dimension of music (the musical elements).

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

A new singing game

About towns, cities and countries

About rhyme

About the story, ‘Dear Juno’

That pictures can be illustrated with sounds

**Introductory activity (10mins)**

Sing ‘Hello children’, using the notes G and E and use the same notes to sing ‘The Lemonade Song’.

*Call*: *Here I come?*

*Response: Where from?*

*Call: Milton Keynes*

*Response: What’s your trade?*

*Call: Lemonade*

*Response: Give me some. Don’t be afraid*

Ask the children to be ‘rhyme spotters’ and see if they can spot the rhyming words, ‘come’ and ‘from’ and ‘trade’, ‘lemonade’ and ‘trade’.

Ask the children t sing the responses first and then to sing the calls.

Now ask them to think of different drinks with ‘ade’ at the end and to think of different towns in the UK.

Next ask the children to think of cities in the UK and finally, different countries that they would have to reach by boat or plane.

Finish with ‘persimmonade’ and Korea.

(Persimmons are an orange fruit eaten in Korea)

Show the children where Korea is on a world map and far it would be to travel form there to the USA. Point out the city of Seoul, which is where Juno’s grandmother lives and is the capital of South Korea.

**Main activity (15mins)**

Read the story of ‘Dear Juno’ to the children –summarising and simplifying it for Year 1 if necessary.

We are going to concentrate on the pictures that Juno and his Grandmother sent to each other and how they could communicate without using written or spoken words.

Show the children the pictures of different Korean landscapes below and ask them to brainstorm as many descriptive words about them as possible. They will form a word-bank, which they will use to help them select and use sounds next week.

**Plenary (5mins)**

Spend the last few minutes showing the children a popular song played on traditional Korean instruments- Baby Shark!

**https://youtu.be/3XWRT0JZd5k**

Alternatively, Twinkle, Twinkle Little Star’ sung in English but accompanied beautifully by traditional Korean instruments (traditional flutes, drums, violins and zithers)

[*https://youtu.be/oftTnla-5lU*](https://youtu.be/oftTnla-5lU)

**Learning Outcomes:** Children can

Sing tunefully

Talk about the difference between cities and countries

Identify where Korea is in the world in relation to the UK and USA

Identify and generate rhyme

Find words to describe pictures

* [A picture containing map

  Description automatically generated<](https://images.search.yahoo.com/images/view;_ylt=AwrExl_Hn.teFYsAgECJzbkF;_ylu=X3oDMTIydTBocmFmBHNlYwNzcgRzbGsDaW1nBG9pZAM4NzM1NGFhMzNlNzc3ZDBhYTAxM2ViMWJiNDg5OTM5NgRncG9zAzEEaXQDYmluZw--?back=https%3A%2F%2Fimages.search.yahoo.com%2Fsearch%2Fimages%3Fp%3Dwhere%2Bis%2Bkorea%2Bon%2Ba%2Bworld%2Bmap%26fr%3Daaplw%26h%3D980%26tt%3DIntroduction%2B%257C%2BReporting%2BLive%2Bfrom%2BAsan%252C%2BSouth%2BKorea%26w%3D980%26imgurl%3Dhttps%253A%252F%252Fasansouthkorea.files.wordpress.com%252F2013%252F09%252Fkorea_map_1.jpg%26rurl%3Dhttps%253A%252F%252Fasansouthkorea.wordpress.com%252F2013%252F09%252F30%252Fintroduction-2%252F%26turl%3Dhttps%253A%252F%252Ftse1.mm.bing.net%252Fth%253Fid%253DOIP.c4JU8buVEo6SWYcyIO7TWgHaHa%2526amp%253Bpid%253DApi%2526rs%253D1%2526c%253D1%2526qlt%253D95%2526w%253D107%2526h%253D107%26tw%3D107.6%26th%3D107.6%26sigr%3DyrwTQHxL1ZY3%26sigi%3DFuveq5PdJFAC%26sigt%3DkwQngTvhGHmI%26sigit%3DcFqjtUUQ687I%26tab%3Dorganic%26ri%3D1&w=980&h=980&imgurl=asansouthkorea.files.wordpress.com%2F2013%2F09%2Fkorea_map_1.jpg&rurl=https%3A%2F%2Fasansouthkorea.wordpress.com%2F2013%2F09%2F30%2Fintroduction-2%2F&size=216.4KB&name=Introduction+%7C+Reporting+Live+from+Asan%2C+South+Korea&p=where+is+korea+on+a+world+map&oid=87354aa33e777d0aa013eb1bb4899396&fr2=&fr=aaplw&tt=Introduction+%7C+Reporting+Live+from+Asan%2C+South+Korea&b=0&ni=160&no=1&ts=&tab=organic&sigr=yrwTQHxL1ZY3&sigb=TTDNAbSnx6vu&sigi=Fuveq5PdJFAC&sigt=kwQngTvhGHmI&sign=kwQngTvhGHmI&.crumb=SbiTecZpcVY&fr=aaplw)
* Map

  Description automatically generated

Korean World Map

A picture containing sky, outdoor, mountain

Description automatically generated

A body of water with trees around it

Description automatically generated with medium confidence

A picture containing mountain, sky, outdoor, nature

Description automatically generated

Waves crashing on rocks

Description automatically generated with low confidence

**Lesson 2: 30mins**

**Learning Intentions**: Children learn

About sound ‘colour’ or timbre

How to select sounds to illustrate photographs

How to follow visual signals for start and stop

**Introductory activity (10mins)**

Sing, ‘Hello children’ using G and E and then introduce the game, ‘Have you brought?’

Question: Have you brought your talking voice?

Response: Yes I have. Yes I have.

The children respond in the same voice as the question.

Repeat with whispering, playground, mouse, giant, witch, robot, pop -star, grumpy, happy and sad voices

Discuss some of the sounds- *which was their favourite?*

*Each sound has its own colour or* ***timbre***

Today we need to find the correct timbre or sound-colour to illustrate each of the photographs that we looked at last time.

**Main activity (15mins)**

Look at the list of descriptive words that they brains-stormed each week and try to find some which might help with deciding on which instrument they might choose.

|  |  |  |  |
| --- | --- | --- | --- |
| Winter Picture | Autumn Picture | Mountain Picture | Sea Picture |
| Frosty  White  Crisp  Bright  Cold  Icy  Fairy Tale  Sparkling | Calm  Refection  Blue sky  Brown, red, yellow  Bright sunshine | Peaceful  Sunrise/sunset  Purple and orange  Light breeze | Crashing waves  White tops  Blue sea  Wild  Windy  Exciting |

Look at each picture in turn and decide what instruments might be used to illustrate each one.

e.g.

Winter Picture – triangles, jingles, single chime bars, finger cymbals

Autumn picture- maracas, guiros, xylophones, stirring drums and clatterpillars

Mountain picture- chime bars or glockenspiels, tambourine, cymbals with a soft beater, agogo bells and temple bells

Sea picture- tambours with soft beaters, rain sticks, cabasas, metallophone and crash cymbals

Place four piles of these instruments in the middle of the circle and divide the class into four groups

Give each group the task of illustrating one of the pictures and to play their selected sounds when you point to their picture.

**Plenary (5mins)**

Pack away the instruments and then ask the children about their work

*Have they captured the right mood of the picture?*

*If not, why not (The music might have been too fast/slow or too loud/quiet or they may have all played together when it would be better to play in turn.*

Next week they will explore ways of improving their work.

**Learning Outcomes:** Children can

Talk about pictures and sound using descriptive language

Select instruments according to their sound

Play with control

Follow visual signals to start and stop

Suggest ways in which their work might be improved

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

A new chant

About pace

About dynamics

A new song

About following visual signals

About working together creatively

**Introductory activity (10mins)**

Sing, ‘Hello children’ and then remind the children that they had discussed how to make their music more effective last week.

1. Look at the dynamic level at which they are playing (volume)
2. Look at the pace at which they are playing (speed)
3. Try to organise their sounds so that not everyone is playing at the same time

Today they will be looking at the first two- dynamics and pace or tempo

Show the children some pictures of or toy engine, tractor, motorbike and aeroplane.

*Which of these would travel quickly and which would travel slowly?*

Ask the children to keep a steady beat as you say:

*Engine, engine coloured black*

*Moving slowly down the track*

*Engine, engine coloured green*

*The fastest train you’ve ever seen.*

The beat under the first two lines will be slow and the under the second two lines, fast

*How should they play their instruments for each of the pictures?*

Winter scene- slowly

Autumn scene- slowly with some fast rustling sounds

Mountain scene- slowly

Sea scene- quickly

Write these ideas on the board

**Main activity (15mins)**

Quickly fetch the instruments that the children selected for each picture last time (see previous lesson plan) and then ask them to put them in front of them.

Introduce the ‘Magic Ring’. The child or children who volunteer to stand inside the hoop in the middle of the circle will be in charge of telling the children whether to play loudly or quietly.

The tune is ‘The Wheels on the Bus’

*You can play very quietly in the magic ring*

*The magic ring, the magic ring*

*You can play very quietly in the magic ring*

*On a sunny …… morning/afternoon (Use the name of that day)*

The remainder of the children should copy the leader’s beat

NB: Try to ensure that loudly doesn’t equal quickly and that quietly doesn’t equal slowly by showing the children how they can play loudly and slowly and vice versa.

Try with quiet, loud, quick and slow directions and then look back at the pictures one more time

*How should we play our sounds when illustrating each of the pictures?*

Winter- quietly with the odd ‘crack’ of ice

Autumn- quietly

Mountain- quietly

Sea- quietly to loudly over and over again as the waves crash on the rocks

With this information in mind, try playing the instruments for each picture again.

**Plenary (5mins)**

Pack away the instruments and ask the children how they changed the way in which they played when illustrating each picture today

*They changed the volume or* ***dynamics*** *and the* ***tempo*** *or speed*

**Learning Outcomes:** Children can

Talk about the volume and speed at which they should be playing

Use descriptive vocabulary to help them make choices

Follow visual signals

**Lesson 4: 30mins**

**Learning Intentions:** Children learn

About timbre

About texture

How to organize ideas into a narrative sequence

How words, images and sounds can be linked

**Introductory activity (15mins)**

Sing, ‘Hello children’ using G and E and then introduce the game, ‘Clap two, three, four’ from ‘Michael Finnigin tap your chinnigin’. The words are sung to the tune of Frere Jacques

*Clap two three four*

*Clap two three four*

*Click, click, click*

*Click, click, click*

*Rub your hands together*

*Rub your hands together*

*Stamp, stamp, flick*

*Stamp, stamp, flick*

Ask the children to spot rhymes in order to help them to remember the words. They should also add the actions from the beginning.

Divide the children into four groups and ask each group to play and sing their line in the correct place.

Repeat this without words

Repeat this using percussion instruments e.g. Tambourines for line 1, claves or castanets for line 2, guiros, clatterpillars and cabasas for line 3 and a combination of drums and chatterbox for line 4.

Year 1: Try playing a steady beat on each sound in turn and then combining the sounds to make a ***texture of sounds***

***Year 2: Ask the children to group 1 to continue playing their line until the end of the piece. The other groups will come in at the normal time but will also repeat their line until the end.***

*What was the effect as the sounds built up from one sound to four sounds all playing at once?*

*Who preferred the song played by one sound in turn?*

*Who preferred it when all the sounds played together?*

**Main activity (10mins)**

Refer back to the original pictures from South Korea and to the lists of descriptive words they made.

*What objects and movement do they need to illustrate in each picture?*

Year 1: Either go back to the groups in Lesson 2 or keep the new groups made today and ask them to think about a narrative that could go with each picture.

It could be a short poem or a piece of descriptive writing

***Year 2: Divide the class into eight groups and give them one of the worksheets below to help them compose a poem or piece of descriptive writing***

**Plenary (5mins)**

Listen to any poems or pieces of descriptive writing and remark on the use of adjectives to describe what they see and any verbs which might describe the movement, should they be ‘inside’ the picture

**Learning Outcomes:** Children can

Play rhythmic patterns with control

Maintain a part within a small group

Comment upon what they hear

Describe the images in a picture using adjectives

Imagine the movement within the picture using verbs

**Winter Scene**

A picture containing sky, outdoor, mountain

Description automatically generated

**In the picture we can see……………………………………….………………………….**

**………………………………………………………………………………………………….**

**Special colours are ………………………………………………………………………..**

**…………………………………………………………………………………………………**

**If we were in the picture we would be able to feel……………………………………**

**…………………………………………………………………………………………………**

**If we were in the picture we would be able to hear………………………………….**

**…………………………………………………………………………………………………**

**Our bank of words/ideas………………………………………………………………….**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**Our poem/piece of descriptive writing**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**………………………………………………………………………………………..............**

**Autumn Scene**

A body of water with trees around it

Description automatically generated with medium confidence

**In the picture we can see……………………………………….………………………….**

**………………………………………………………………………………………………….**

**Special colours are ………………………………………………………………………..**

**…………………………………………………………………………………………………**

**If we were in the picture we would be able to feel……………………………………**

**…………………………………………………………………………………………………**

**If we were in the picture we would be able to hear………………………………….**

**…………………………………………………………………………………………………**

**Our bank of words/ideas………………………………………………………………….**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**Our poem/piece of descriptive writing**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**………………………………………………………………………………………..............**

**Mountain Scene**

A picture containing mountain, sky, outdoor, nature

Description automatically generated

**In the picture we can see……………………………………….………………………….**

**………………………………………………………………………………………………….**

**Special colours are ………………………………………………………………………..**

**…………………………………………………………………………………………………**

**If we were in the picture we would be able to feel……………………………………**

**…………………………………………………………………………………………………**

**If we were in the picture we would be able to hear………………………………….**

**…………………………………………………………………………………………………**

**Our bank of words/ideas………………………………………………………………….**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**Our poem/piece of descriptive writing**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**………………………………………………………………………………………..............**

**Sea Scene**

Waves crashing on rocks

Description automatically generated with low confidence

**In the picture we can see……………………………………….………………………….**

**………………………………………………………………………………………………….**

**Special colours are ………………………………………………………………………..**

**…………………………………………………………………………………………………**

**If we were in the picture we would be able to feel……………………………………**

**…………………………………………………………………………………………………**

**If we were in the picture we would be able to hear………………………………….**

**…………………………………………………………………………………………………**

**Our bank of words/ideas………………………………………………………………….**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**Our poem/piece of descriptive writing**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**……………………………………………………………………………………….............**

**Lesson 5: 30mins**

**Learning Intentions:** Children learn

How to listen carefully

About some traditional Korean instruments

To describe sounds that they hear

To play with awareness of tempo and dynamics

How words and images can inspire music

**Introductory activity (8mins)**

Sing, ‘Hello children’ and listen to parts of two pieces of traditional Korean music

The first is quite lively with lots of plucked string sounds (zithers, harps and lutes), hammered dulcimer and drum backing

[**https://youtu.be/j9UZv0GOJ\_I**](https://youtu.be/j9UZv0GOJ_I)

The second is more relaxing with long notes played on the traditional bamboo flute, zithers, hammer dulcimer and harps and bowed string instruments

[**https://youtu.be/XwrnoWaJb2g**](https://youtu.be/XwrnoWaJb2g)

*Can they describe the difference between the two pieces using words that they have learnt in the previous sessions? (Tempo, dynamics, timbre and texture)*

*Which was their favourite piece and why?*

*Which was their favourite sound?*

*Why were many sounds played together?*

**Main activity (20mins)**

Ask the children to remember the pieces of descriptive writing or poems that they wrote together (Year 1) or in smaller groups (Year 2).

Read them out and remember the way that they had decided to play the sounds for each picture.

Winter scene- slowly and quietly with the odd ‘crack’ of ice

Autumn scene- slowly and quietly with some fast rustling sounds

Mountain scene- slowly and quietly

Sea scene- quickly and quiet to loud over and over again as the waves crash on the rocks

Year 1: Give out the instruments for the winter scene and ask the children in that group to play hem slowly and quietly. You will show them when to play a louder crack of ice.

Repeat with the other three pictures/groups and record each one

After each group has performed ask the other children to comment on the tempo, dynamics and combination of sounds.

***Year 2: Share the instruments between the two groups that have written descriptive pieces of prose or poetry to describe the winter scene and ask them to play their sounds, remembering that they should be quiet and slow.***

***Repeat with the other pairs of groups for each picture***

***As with Year 1, involve the children that are listening by pointing out the tempo and dynamics at which the groups are supposed to be playing and asking them to look at the picture as they are listening.***

**Plenary (2mins)**

Pack away the instruments and ask the children to indicate to you whether they think their music I beginning to illustrate the pictures from Korea effectively.

(They can use thumb up for yes, thumbs to the side for ‘it is beginning to’ and thumbs down for, ‘It still needs a lot of work’).

**Learning Outcomes:** Children can

Talk about sounds using musical vocabulary

Use their knowledge of tempo, dynamics, timbre and texture to create original soundscapes

Work co-operatively in groups

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

How to put all their ideas into practice

How the selection and combination of sounds effects a composition

How the tempo and dynamics at which they play is important

How to play music as a narrative to words and pictures

How to perform and evaluate their work

**Introductory activity (10mins)**

Sing, ‘Hello children’ and explain that today they will be recording the final versions of music inspired by pictures form South Korea. They will need to decide whether to say their poems before or after their music.

*Can they remember what musical elements they had to be aware of when performing? (Tempo and dynamics)*

They should keep the images of the pictures in their heads as they play and remember the words that they wrote about what they might hear and feel if they were in the picture e.g. a light breeze or a stormy wind; warmth on their faces or a crispy coldness

Listen to the recording made the previous session and talk about what they think is good and what needs improving.

**Main activity (15mins)**

Give each group time to practice.

Year 1: The class will be divided into four groups (the same as previous weeks if the participants have been noted down). Each group will practice and then record straight afterwards.

***Year 2: All eight groups will be given their pieces of descriptive writing/poems and their instruments.***

***Before they perform they will need to decide who is going to read out the words and if this is to be done before or after they play.***

***Each group will play to the class and then perform/record their work***

**Plenary (5mins)**

If time, listen to the recordings and talk about their effectiveness

Prompt the children with the following questions:

*Could they imagine themselves in the picture as they were listening?*

*Did the group use dynamics well (range of volume)?*

*Was the music at the best tempo (speed)?*

*Did the group combine and organize their sounds effectively (Year 2)*

Make a display of the work inspired by reading, ‘Dear Juno’ with pictures, writing and recordings of the music for all to see and hear.

**Learning Outcomes:** Children can

Rehearse and perform co-operatively

Be aware of the intention of their music (illustrating scenes from Korea)

Talk about their work using musical language

**Bee-bim-Bop! By Sue Park**

**A Korean Tale for Years 1 and 2**

**Lesson 1:30mins**

**Learning Intentions:** Children learn

Where Korea is in the world

A new singing game

About pulse

About rhyme

About rhythm

**Introductory activity (10mins)**

Sing ‘Hello children’, using the notes G and E and use the same notes to sing ‘The Lemonade Song’.

*Call*: *Here I come?*

*Response: Where from?*

*Call: Milton Keynes*

*Response: What’s your trade?*

*Call: Lemonade*

*Response: Give me some. Don’t be afraid*

Ask the children to be ‘rhyme spotters’ and see if they can spot the rhyming words, ‘come’ and ‘from’ and ‘trade’, ‘lemonade’ and ‘trade’.

Ask the children t sing the responses first and then to sing the calls.

Now ask them to think of different drinks with ‘ade’ at the end and to think of different towns in the UK.

Next ask the children to think of cities in the UK and finally, different countries that they would have to reach by boat or plane.

Finish with ‘persimmonade’ and Korea.

(Persimmons are an orange fruit eaten in Korea)

Show the children where Korea is on a world map and far it would be to travel from there to the UK. Point out the city of Seoul, which is the capital of South Korea.

**Main activity (17mins)**

Before reading the story of ‘Bee-bim-bop’, tell the children that the story contains lots of rhymes and has a particular structure of verse and chorus. They are going to tap a ***steady beat*** on their knees every time they hear the chorus.

*(The words of the first two lines are slightly different each time)*

*Hurry, mama, hurry*

*Gotta shop, shop, shop!*

*Hungry, hungry, hungry*

*For some BEE-BIM-BOP!*

*Hurry, mama, hurry*

*Gotta flip, flip, flop!*

*Hungry, hungry, hungry*

*For some BEE-BIM-BOP!*

*Hurry, flurry rice*

*Gotta pop, pop, pop!*

*Hungry, hungry, hungry*

*For some BEE-BIM-BOP!*

*Hurry, mama, hurry*

*Gotta chop, chop, chop!*

*Hungry- very hungry*

*For some BEE-BIM-BOP!*

*Sorry, mama, sorry*

*Gotta mop, shop, mop!*

*Hungry-in a hurry*

*For some BEE-BIM-BOP!*

*Hurry, family, hurry*

*Gotta hop, hop, hop!*

*Dinner’s on the table*

*And it’s BEE-BIM-BOP!*

Remind the children that they were keeping a steady beat with their hands and give out claves, woodblocks and castanets so they can play the pulse under one of the choruses.

Read out the first two lines of each chorus and ask the children what they notice

*Each of the words in line two rhyme- shop, flop, pop, chop, mop and hop.*

This time as each chorus is spoken, ask the children to only play the ***rhythm (syllables)*** of the rhyming words.

This means they will play three times at the end of the second line in each chorus e.g. shop, shop, shop.

**Plenary (3mins)**

Pack away the instruments and check the children’s understanding

*What was being prepared in the story? (Bee-Bim-Bop)*

*From which country does this dish originate? (Korea)*

*What were they keeping through each chorus on their knees? (The beat)*

*What were they playing when they played the three rhyming words at the end of the second line of the chorus each time? (The rhythm of the words)*

**Learning Outcomes:** Children can

Recognise where Korea is in the world in relation to the UK

Sing tunefully

Identify rhyming words

Tap and play a steady beat

Play the rhythm of specific words within a phrase

**Lesson 2:30mins**

**Learning Intentions:** Children learn

Two new chants

To identify rhyme

About pulse

About rhythm

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and ask the children what they remember about the story, ‘Bee-Bim-Bop’

* It was set in Korea
* The little girl wanted to eat Bee-Bim-Bop
* The story had a structure of verse and chorus
* There were lots of rhymes in the story

Introduce the chant ‘Bananas’ and use the rhymes at the end of each line to help the children add actions.

*Bananas, bananas*

*Clap, clap, clap*

*Bananas, bananas*

*Flap, flap, flap*

*Bananas, bananas*

*Flick, flick, flick*

*Bananas, bananas*

*Click, click, click*

*Bananas, bananas*

*Bump, bump, bump*

*Bananas, bananas*

*Jump, jump, jump*

**Main activity (15mins)**

See if the children remember any of the rhymes that they explored during the previous session. Start them off with ‘shop’.

Now introduce the chant, ‘Chop, chop’ (which was one of the rhyming words).

Look at pictures of the ingredients of Bee-Bim-Bop that need chopping. (See pictures below)

* Garlic
* Spring onions
* Meat
* Spinach
* Mung bean sprouts
* Carrots

They will be in a pile in the middle of the circle, ready to be ‘chopped’. Each time an ingredient is chosen the children will play its ***rhythm*** (syllables)

Ask the children to listen to the following poem and to see how many times they hear the word, ‘Chop’.

*Chop, chop, choppity chop*

*Chop off the bottom and chop off the top*

*What I have left I will put in the pot*

*Chop, chop, choppity chop*

This time they should make the palm of one hand into a chopping board and the side of the other into a knife. The ‘knife’ should tap a ***steady beat*** on the other hand.

***They should NOT follow the rhythm of the words***

Try this again but give the children wood blocks, claves and castanets to play the beat.

Now play the game. As the poem is chanted the teacher will walk round the outside or inside of the circle. Whoever he or she is standing near at the end of the poem chooses one of the picture cards and all the children play the ***rhythm of the name of the food.***

Repeat this until all the cards have been used.

***(Year 2 extension: Lay two of the cards on the carpet or hold them up for the children to see.******Ask them to play the rhythm of both words in a sequence e.g. spring onions, carrots)***

**Plenary (5mins)**

Use the instruments to play the words in each chorus that rhyme with ‘shop’ or ‘chop’. Try to only play these words and not all the words of the chorus as they are spoken.

**Learning Outcomes:** Children can

Identify rhyming couplets

Use aural cues to help them play

Play a steady beat

Play the rhythm of words

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

Two new singing games

How to identify alliteration

How to generate alliteration

To move to a steady beat

**Introductory Activity (10mins)**

Sing, ‘Hello children’ (GEGE) and introduced the song, ‘Hickety Tickety Bumble Bee’. Sing it to the children and ask them if they can spot any rhymes to help them learn the song.

*Hickety Tickety Bumble Bee*

*g g g e e e G g E*

*Can you sing your name for me?*

*G g E e G g E*

Ask all the children to sing their names at once

*My name is……..*

*G E e G E*

Now ask the children to think of another word to put in front of their name that starts with the same ***sound*** *(Not always the same letter).*

E.g.

My name is funny Phoebe

My name is giant Joseph

My name is active Alisha

Give all those children who want to, the opportunity to sing their new phrases alone.

**Main activity (17mins)**

When words start with the same sound we call it ***alliteration***

*Can we find any examples of alliteration in the story ‘Bee-Bim-Bop’?*

* *Flip and flop*
* *Bee-bim-bop*

Using the words ‘flip’ and ‘flop’, ask the children to change all but the sound ‘Fl’ in order to find some words and to make up some silly new words e.g. flock, flup, fling, flick, flute, flower, flot, flea and flumptious!!

Give out woodblocks, claves, castanets and tambours, and ask the children to play these words as they say them again.

Introduce the game, ‘Jim along Josie’ from ‘Singing Games and Rhymes for Early Years’.

(If you have not got this book, I would recommend buying it. However, you can just sing the tune to G and E)

*How many names can they spot that begin with the sound ‘J’?*

*Hey Jim along*

*Jim along Josie*

*Hey Jim along*

*Jim along Joe*

Ask the children to sing the song and tap a steady beat on their knees as they do so.

Now ask them to change the action. When they change the action, they should think of what sound it begins with and then find two names that start with the same sound.

E.g. Hey hop along

Hop along Hamsa

Hey hop along

Hop along Henry

Here are some suggestions:

*Hey bounce/bop/bump long*

*Hey clap along*

*Hey dance along*

*Hey eat along*

*Hey fight along*

*Hey groove*

*Hey jump along*

*Hey kick along*

*Hey leap long*

*Hey march along*

*Hey nod along*

*Hey pat along*

*Hey run along*

*Hey stomp along*

*Hey tap along*

*Hey walk along*

**Plenary (3mins)**

Talk to the children about what they have been exploring today- alliteration

*Can they remember what word they put in front of their own name when they sung, ‘Hickety Tickety?*

*Can they all sing their responses together?*

**Learning Outcomes:** Children can

Generate alliteration

Sing tunefully

Move to a steady beat

**Lesson 4:30mins**

**Learning Intentions:** Children learn

About rhyme

How to identify rhyme

How to generate rhyme

About beat

About rhythm

**Introductory activity (10mins)**

Sing, ‘Hello children’ and then use G and E to revise, ‘Hickety Tickety Bumble Bee’.

Ask volunteers to sing their name alone and then other volunteers to remember the alliterative word they put in front of their name last time and to sing both words.

E.g.

My name is cuddly Kate

Remind the children how they found and made up words which started with the sound, ‘fl’ after reading ‘flip, flip, flop’ from the book, ‘Bee- Bim-Bop’. Even the title of the book uses three alliterative words.

Today they are going to find rhyming words in the story but first they need to find a word to rhyme with their name. If they can’t find a word, they should make one up!

This time instead of ***keeping the initial sound they should change the initial sound ONLY***

E.g.

My name is Louis Booey

My name is Late Kate

**Main activity (10mins)**

Look back at the words, ‘flip’ and flop’ and try to find words that rhyme using the following initial sounds as starters

* ‘h’
* ‘ch’
* ‘sl’
* ‘sh’

Reinforce what they have found by giving out small hand-held percussion sequence on

E.g. flip- hip-chip-slip-ship

Change words of ‘Hickety Tickety Bumble Bee’ to

*Stickety Lickety 1, 2, 3 (gggeeeGgE)*

*Can you find a rhyme for me? (GgEeGgE)*

*(I’ve taken the words ‘sticky-lickety’ from page 10)*

When the children have sung the questions, give them a word, ask volunteers to raise their hands with a rhyme and then encourage everyone to play both words

Use some of these words to begin with and encourage the children to make up new

words that rhyme

* Yummy
* Sloshy
* Crunchy
* Tasty
* Juicy
* Sticky

If the first response is scrummy then all the children play,’ Yummy scrummy’.

**Plenary (10mins)**

Revise the way in which they played a steady beat under the chorus and then pick out the rhythm of the rhyming words each time.

Year 1: Ask the children to play the beat under the chorus and then ask them to pick out the rhyming words with their instruments.

***Year 2: Divide the children into two groups***

***Ask one group to play the pulse and the other to play the rhythm of the rhyming words. Swap tasks.***

***Now put the two groups together.***

***Top tip: Start the beat first before you even begin speaking.***

*What have they been exploring today? (Rhyme)*

*Who can remember the rhyming word they put in front of their name at the beginning of their lesson?*

**Learning Outcomes:** Children can

Sing tunefully

Play the rhythm of words

Generate rhyme

Discriminate between pulse and rhythm

**Lesson 5:30mins**

**Learning Intentions:** Children learn

A new chant

About timbre

About instructional writing

About selecting verbs to illustrate with sound

About visual symbols

**Introductory activity (8mins)**

Sing, ‘Hello children’ using G and E and then introduce the song, ‘Bananas’.

This describes the method of making a banana smoothie.

It just uses three pitches e.g. G,E and D. You can pitch it higher if the children prefer

*Peel bananas, peel, peel bananas*

*G e D E g G e D E*

*Mash bananas….*

*Blend bananas…*

*Pour bananas…*

*Drink bananas…*

*Go bananas……*

Add appropriate actions to each line and dance around wildly to the last one!

Go over the instructions of how to make a banana smoothie, using the actions to help remind the children and then sing it again.

**Main activity (20mins)**

Tell the children that they are going to make some musical ‘Bee-bim-bop’. First they need ot gather the method or instructions form the text of the book

Marinade

* Boil the rice
* Chop the garlic
* Chop the onion
* Slice the meat
* Stir together

Write the verbs used so far on the board (boil, chop, slice and stir)

Main

* Peel the carrots
* Slice the carrots
* Fry the carrots
* Boil the spinach
* Fry the spinach
* Season with salt and pepper
* Boil the beansprouts

Write down any additional verbs (Peel, fry and season)

Pancakes

* Break the eggs
* Fry the eggs
* Flip the pancake
* Slice into strips

Write down any additional verbs (break and flip)

Use the cards below to help the children remember what movement they need to show with their instruments and select sounds together for each.

Think about which sounds may need to be repeated quickly e.g. frying, seasoning and boiling and whether the other sounds should be ***short or long***

Tell the children they are discussing the sound colour or ***timbre*** of the instruments in order to choose or ***select*** the sound that best illustrates the cooking action or sound.

Here are some suggestions but do allow the children to participate in the selection process.

Boiling- tambourines

Chopping- claves and woodblocks

Slicing- cymbals quickly brushed past one another, rather than crashed together

Stirring- stirring drums or clatter pillar

Breaking- castanets

Frying- Maracas and cabasa

Flipping-chatterbox and tambour

Peeling- guiro

Seasoning- egg shakers

Place a replica of each of the cards below in front of groups of three or four children.

Each verb has its own card, its own colour and its own picture.

Ask each group to raise their hands when the replica of their card is pointed to on the board.

The give out the instruments and try each group n turn.

Finally, perform the piece like so

Year 1 could manage four short sequences like so:

Boil→chop→slice→stir

Peel→slice→fry→season

Break→fry→flip→slice

EAT!!!

***Year 2 could manage the full sequence like so:***

Boil→chop→slice→stir→peel→slice→fry→season→boil→fry→break→fry→flip→slice→EAT!!!!

Perform the sequences and record them.

**Plenary (2mins)**

Pack away and talk briefly about what they have done today

* Selected the doing words (verbs) form the text
* Selected sounds to illustrate them
* Followed cards (symbols) in order to play a sequence of sounds

**Learning Outcomes:** Children can

Select sounds according to their timbre

Play with control

Follow visual symbols

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

About rhyme

About alliteration

About timbre

A listening game

To perform their work

**Introductory activity (10mins)**

Sing, ‘Hello children’, using G and E and revise the singing game, ‘Hickety Tickety’.

Ask all the children to sing their names back together.

Now revise the difference between rhyme and alliteration.

When two words ***begin with the same sound they are alliterative. (Onset)***

When two words ***end with the same sound they rhyme (rime)***

Ask the children to choose whether to sing the word that rhymes with their name or the word that begins with the same sound as their name.

Allow each child the opportunity to sing back their chosen phrase but ask them to state whether their word rhymes or is an example of alliteration.

**Main activity (15mins)**

Explain to the children that they are going to play a listening game and have to identify two different sounds/instruments.

First use two very different sounding instruments e.g. a drum and a rain maker. Place one example on the carpet and then hide two replicas.

You can use the following song from ‘Bobby Shaftoe, clap your hands’ (A&C Black)

The tune is ‘Tommy Thumb’ and the children can follow the words and cover their eyes as you play each sound.

*I have sounds, one and two*

*Hide away*

*Listen now carefully*

*Which shall I play?*

Repeat with other sounds that are very dissimilar such as triangle and woodblock, shaker and Indian bells, scraper and jingles.

Talk to the children about why they found it so hard to discriminate between the sounds and remind them that we call the sound of instruments, ***timbre***

Now repeat with similar sounds such as triangles and Indian bells, woodblocks and claves, jingles and tambourines and guiros and cabasa.

*Why was it more difficult to discriminate between the sounds of these instruments?*

*When we make up or generate rhymes and alliteration we are trying to find specific sounds that are the same- whether it be at the beginning or end of the word.*

Remind the children that in previous sessions they have played a ***steady beat*** whilst saying the words of each of the choruses of ‘Bee-Bim-Bop’.

Give out hand-held percussion such as woodblocks, claves, triangles, castanets, maracas, egg shakers and tambours and say each chorus whilst playing the beat underneath.

Now remind the children how they played only the ***rhythm of the rhyming words*** in each chorus.

Repeat each chorus playing the rhythm of ‘Chop, chop, chop’ and ‘Bee-bim-bop’ etc.

***Year 2 extension:*** Divide the children into two groups and ask the children keeping the beat to start playing a beat before the other children begin to say the words of the chorus. The other half of the class will then only play the rhythm of the rhyming words, whilst the beat is played throughout.

**Plenary (5mins)**

Talk to the children about what they have explored during their reading of ‘Bee=Bim- Bop’

* Rhyme
* Alliteration
* Verse and chorus structure
* Instructional writing
* How to make Bee-Bim –bop’

What musical elements have they explored?

* Pulse
* Rhythm
* Structure (verse/chorus)
* Timbre
* Following symbols
* Yr 2: Playing independent parts in two large groups

**Motyl- The Butterfly Story**

**A Polish Story for Years 1 and 2**

**You-tube link: https://youtu.be/eFExd7ICSGE**

***Asterisks indicate places where the text can be illustrated with sound***

**Motyl- a translation from the Polish story**

Once upon a time there lived a caterpillar on a tree. He was not very happy.

How he hated his bulky, slow body!

‘Look at those ***bees flying’ \****

‘Look at those ***ants marching’ \****

‘Now look at me. ***OOMPH!’ \****

‘I wish I could fly and run about like them!’

Try as he might, the ***caterpillar could not fly\****

He just kept ***crawling about* \*** and ***eating the leaves around him voraciously \****

The ants made fun of his huge appetite but their Grandmother told them he needed to grow and that he would grow in a way that they would not even recognize.

‘Eat and be well, little caterpillar,’ said Granny

‘Thank you’, said the caterpillar, ‘but I don’t like myself very much’.

‘Don’t insult Mother Nature by saying that,’ said Granny. ‘She has made all her creatures beautiful. You are perfect just the way you are.’

The summer gave way to autumn and ***the trees shed their red, orange and yellow*** ***leaves \**** making the world seem inflames with crimson.

As the leaves fell, the little crickets, bees and ladybirds ***flew with them\*, chasing them all the way to the ground\****. The caterpillar wanted to chase them too but he was too heavy and unwieldy and would just ***fall to the ground with a THUD!\****

‘How I wish I could fly with these leaves or run after them,’ he said.

Soon autumn made way for winter and the days grew shorter and the nights colder. One day the caterpillar felt more sleepy that he had ever done before. He found a strong bough to rest on ***and wove a thick blanket around him to keep himself warm \**** Then the caterpillar fell into a deep, deep sleep.

***Winter came and with it, Jack Frost\****

‘Ah, what have we here?’ said Jack Frost as he looked at the caterpillar wrapped in his blanket.

‘Leave him alone’, said Grandmother Ant and so he walked on.

***Then came King Winter \**** and looked at the little caterpillar fast asleep in his blanket.

‘Hey little fella, sleep, sleep as Mother Nature weaves her special magic on you’.

Winter stayed for four long months then, when all the world has rested, ***little angels*** ***of nature sprang out*** to awaken every sleeping bud and animal that had slept through the winter. ***The warm beams of sun broke through the ice\**** and clothes the Earth in their warmth and glow. Out caterpillar woke too but now, with the winter gone, ***he felt really hot in his blanket and wriggled to get free\****

Little ant said to his Granny, ‘Caterpillar has been sleeping for so long. Will he ever wake up?’

‘Oh yes,’ said granny, ‘Just watch when at happens’.

The little ant wanted to go and help the struggling caterpillar but his grandmother told him to wait as the hard work was good for his friend.

After what seemed a long time, ***cracks began to appear \*in the blanket*** and the ***caterpillar emerged\*.***

But wait, what was this?

‘Where is slow-pooch the caterpillar, Granny?’ said the little ant. ‘Is that you, slow-pooch?’

‘Yes it is but I’m no longer a slow-pooch. Is it really me Granny?’

‘Yes it is’, said Granny. ***Look at your beautiful wings!’\****

‘Yoo hoo! Now I can chase the leaves and play with all the ladybirds and bees. You were right Granny. Mother Nature has worked her magic on me!

‘.

Granny told the little ant that the struggle to get out of the blanket made his friend’s wings so strong that now he could fly. The little ant said, ‘I never thought that slow-pooch would become a beautiful butterfly.’

‘He was cute as a caterpillar, ‘said granny,’ and now he is a beautiful butterfly. All of us are constantly changing so we must never judge anyone as slow or ugly because we all become better versions of ourselves. Mother Nature has designed life like this so that we become stronger and better in all the things we can do.

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

A new singing game

About a traditional Polish tale

About verbs

About tempo

To play at different tempi

To use the text to inform choices of tempo

**Introductory activity (10mins)**

Sing ‘Hello children’, using the notes G and E and use the same notes to sing ‘The Lemonade Song’.

*Call*: *Here I come?*

*Response: Where from?*

*Call: Milton Keynes*

*Response: What’s your trade?*

*Call: Lemonade*

*Response: Give me some. Don’t be afraid*

Ask the children to be ‘rhyme spotters’ and see if they can spot the rhyming words, ‘come’ and ‘from’ and ‘trade’, ‘lemonade’ and ‘trade’.

Ask the children to sing the responses first and then to sing the calls.

Now ask them to think of different drinks with ‘ade’ at the end and to think of different towns in the UK.

Next ask the children to think of cities in the UK and finally, different countries that they would have to reach by boat or plane.

Finish with Poland.

Ask the children if any of them come from Poland or if they have ever been to visit family or friends in that country.

**Main activity (10mins)**

Read the story of ‘Motyl’ (see above). You can watch it on You Tube but the story is in Polish with English subtitles.it would be useful for English-speaking children to experience a situation where what they are hearing is not their own language.

*What are different types of insects mentioned in the story? (Ants, ladybirds, bees and the caterpillar).*

Examine the different ways in which each moves and introduce the words, ***pace and tempo.***

Ask the children to tap the following words on their knees:

1 2 3 4

March- ing march -ing

Flying buzzing flying buzzing

Crawl - crawl -

Ask the children to choose sounds for each e.g. shakers for the buzzing, drums for the marching and scrapers for crawling.

Divide the class into three groups and give out the instruments. Give each group the experience of playing each phrase.

***Year 2 Extension: try putting ‘marching’ and ‘flying’ together and then ‘marching’ and ‘crawl’ together.***

**Plenary (10mins)**

Look at other phrases from the story (in bold) and make a word bank of *doing words* or **verbs**

Try putting them in a table with the words ‘fast’ and ‘slow’ as headings

|  |  |
| --- | --- |
| Fast | Slow |
| Bees and ladybirds ***chasing*** them to the ground | The tree ***shed*** their leaves |
| Caterpillar ***fell*** to the ground with a thud! | ***Wove*** a thick blanket |
| Little angels of nature ***sprang out*** | Warm beams of sun ***broke*** through the ice |
| He ***wriggled*** to get free |  |

Ask the children to explore the way in which they would play their instruments for each phrase as you point to them and say them out loud.

*Would one instrument sound particularly good for chasing, springing, falling or wriggling?*

*(It might be an instrument that they are not using today)*

Pack away the instruments and discuss the way in which they used them today.

*They altered the* ***tempo at which they played*** to suit the verbs in the story of Motyl.

**Learning Outcomes:** Children can

Sing tunefully

Play with control

Identify verbs

Decide upon suitable tempi at which to play

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

About tempo

How to follow visual symbols

To identify changes in tempo

A new game

**Introductory activity (8mins)**

Sing, ‘Hello children’ using G and E and then ask the children to remember what insects were mentioned in the Polish story of ‘Motyl’.

Remind them of the three tempos at which they played the verbs which described the way in which they moved and ask them to tap them on their knees.

1 2 3 4

March- ing march -ing

Flying buzzing flying buzzing

Crawl - crawl -

Now divide the class into three groups and ask each group to say the words and clap the words.

***Year 2 extension: Combine the marching group with the flying, buzzing group. The combine the marching group with the crawl- group.***

**Main activity (15mins)**

Select sounds for each group and repeat the activity above using instruments

Introduce the game, ‘Get on Board’.

The ‘train driver’ keep s a steady beat using a percussion instrument with a different timbre from those used by the children e.g. an agogo bell.

The groups will be invited on board, one by one, like so:

‘Get on board, get on board, get on board the ants/buzzy bees/caterpillars’

The children will then try to copy the ***tempo*** at which the driver is playing the ***beat.***

The driver will then invite the group to get off like so:

‘Getting off, getting off, getting off the ants’

Once each group has copied the beat once tell the children that you are going to vary the tempo and that they will have to follow a changing beat that gets faster and slower.

Top tip: Tell the children to watch you playing as well as listen to the beat.

Give each group a chance to follow the changing beat and then ask the children to show with thumbs up, to the side or down, how easy they found it to follow the changes of speed.

Now show the children three pictures- an ant, a bee and a caterpillar.

When they see their picture held up they should play and when their picture is placed downwards, they should stop

***Year 2 extension: Stick multiple copies of the three pictures on the board and ask the children to follow them as you point to them with a beater. Once the beater moves to the next picture, the previous group should stop playing.***

**Plenary (7mins)**

Pack away the instruments and ask the children to listen to a few minutes from two pieces of music. They have been chosen because one is very fast and one slow. Using that knowledge they should try to guess what creature is being illustrated by the music.

Play the children a couple of minutes each from ‘The Flight of the Bumble Bee’ by Rimsky Korsakov and ‘The Elephant’ from ‘The Carnival of the Animals’ by Saint Saens.

*Can they guess whether the pieces show an animal or an insect just by the tempo of the music?*

*What other musical elements did they identify? (High and low pitch)*

**Learning Outcomes:** Children can

Play with control

Year 2: Maintain a part within a large group

Follow changes in tempo

Follow aural cues

Follow symbols

Identify changes in tempo

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About verbs

Abut pace

About timbre

About dynamics

A new singing game

**Introductory activity (10mins)**

Sing, ‘Hello children’ using G and E and then use the same notes to sing, ‘Hey, hey. Look at me.’

The children will choose an action before they begin e.g. clapping

*Hey, hey, look at me*

*G E g g E*

*I am clapping, can’t you see?*

*g g e e g g E*

Ask volunteers to choose new actions and then start describing them as ***verbs***

**Main activity (15mins)**

Look for verbs in the story of ‘Motyl’ that describe what the characters are doing e.g. eating, flying, chasing, sleeping, spinning (weaving) and springing.

Remind the children of the two pieces of music that they listened to during the previous lesson.

*How did they know that the first piece described the movement of a bee and the second, the movement of an elephant?*

The children should use such words as **speed (tempo or pace); volume (dynamics); pitch** and maybe **the sound of the instruments used (timbre).**

Take each of the verbs form the story and use the children’s knowledge to make a bank of suggestions in a chart

e.g.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Musical Element** | Eating | Flying | Chasing | Sleeping | Weaving | Springing |
| **Tempo (Slow, medium, fast)** | Medium | Medium to fast | Fast | Slow | Fast | Slow to medium |
| **Dynamics (Quiet, medium, loud)** | Medium | Quiet to medium | Loud | Quiet | Quiet to medium | Quiet to medium |
| **Pitch (High, medium low)** | Low | High to low to high | High to medium | Medium to low | Medium | Low to high |
| **Timbre (instrumental sound)** | Scrunchy/  scraping  (Guiro) | Smooth, fluttery  (Maracas or jingles) | Quick short sounds  (Claves and castanets) | Smooth and gentle  (tambourine or Indian bells) | A  Spinning-sound  (Stirring drum or triangle beater played inside the triangle) | Smooth and long- sounding  (Chime bars, chatterbox) |

Give out the six chosen instruments around the ring in six groups.

Give the children time to explore their sounds, group by group and then listen to them.

Read out the following sentences and see if the children can recognise their action words/verbs in each

* “ Look at those bees ***flying***”
* He just kept on ***eating*** the leaves
* As the leaves fell, the cricket and bees and ladybirds ***chased*** them all the way to the ground
* One day the caterpillar felt more ***sleepy*** than he had ever done before
* He found a strong bough to rest on and ***wove*** a thick blanket around him
* Angels of nature ***sprang*** out to awaken every sleeping bud and animal

Ask the children who are not playing to show the movements with their hands, arms and fingers.

**Plenary (5mins)**

Pack away the instruments and ask the children how they showed the actions in each of the sentences form the story.

*They considered at what tempo they should play*

*They considered at what volume (dynamic level) they should play*

*They considered at what pitch they should play*

*They considered what sound would best illustrate the action/verb*

**Learning Outcomes:** Children can

Move to a steady beat

Identify verbs

Select sounds

Play with awareness of tempo and dynamics

Follow aural cues

Work in groups

**Lesson 4: 30mins**

**Learning Intentions:** Children learn

About dynamics

To follow visual symbols

To identify loud and quiet sounds

**Introductory activity (10mins)**

Sing, ‘Hello children’ using G and E and then explore loud and quiet sounds using the song, ‘Make your Sounds’ and the tune, ‘Have you seen the Muffin Man?’

*Make your sounds as loud as mine*

*Loud as mine, as loud as mine*

*Make your sounds as loud as mine*

*And do it after me.*

Ask children to volunteer sounds and add their name to the song.

Then repeat with quiet sounds.

Ask the children to follow your hands. When they are close together the sounds should be quiet and when they are far apart they should be loud.

*Can they follow your hands as they move apart and closer together with a sound such as clapping?*

**Main activity (15mins)**

Show the children pictures of the ant, bee and caterpillar. Each one will have a small, medium and large version.

*How might they show each symbol with their sounds?*

Divide the class into three groups and ask the children to remember what sounds they selected for each of the animals (drums, shakers and scrapers).

Introduce the words ***volume*** and ***dynamics*** and explain how each one describes a range of sounds.

Ask each group to play their sounds at the appropriate dynamic level.

***The children will automatically play quickly when they play loudly. Try to encourage them to keep their sounds at the same tempo when they play.***

Repeat the activity using their rhythms

1 2 3 4

March- ing march -ing

Flying buzzing flying buzzing

Crawl - crawl -

**Plenary (5mins)**

Listen to ‘Bydlo’ from Mussorgsky’s ‘Pictures at an Exhibition’ and ask the children to mark the steady lumbering steps of the ox pulling the cart with theirs hands in front of them. As they sound gets louder they should pull their hands further apart and as it gets quieter, pull them closer together.

*What have they been exploring today? (Dynamics)*

**Learning Outcomes:** Children can

Copy and generate loud and quiet vocal/body sounds

Play with control

Follow visual symbols and cues

Identify and respond to loud and quiet sounds

A close-up of a ladybug

Description automatically generated with medium confidence

A yellow and black bug

Description automatically generated with low confidence

A picture containing clipart

Description automatically generated

**Lesson 5: 30mins**

**Learning Intentions:** Children learn

About adjectives and adverbs

About timbre

A new movement game

To respond to different time values

**Introductory activity (7mins)**

Sing, ‘Hello children’ using G and E and then ask them to listen while you read out the description of Jack Frost and King Winter.

*Can they enrich the text by adding some descriptive language?*

*They might describe the way each character would move for example*

Jack Frost- light, quick, smooth, leaving a silvery frosty trail

King Winter- heavy, slow and accented, royal and calm

**Main activity (15mins)**

Listen to ‘Freeze Jack Frost’ from ‘Seasons: Songs for 4-7 year olds’ (A&C Black)

Respond to the words by freezing and moving/melting

Make up a new version.

Children will march like ants, fly like bees or wiggle like caterpillars (standing up) when you play the appropriate beat.

When you call out ‘Freeze Jack Frost’ they should freeze in the shape of that insect. When you call out, ‘King Winter’s here’ they should sink to the ground and sleep.

**Plenary (3mins)**

Today they used their bodies to show movement.

*Can anyone remember what we call ‘doing’ or action words? (Verbs)*

*What do we call words that describe those actions e.g. running* ***quickly?*** *(Adverbs)*

**Learning Outcomes:** Children can

Generate verbs and adverbs

Respond to aural instructions

Move to different time values (stride, walk and jogging)

**Lesson 6: 30mins**

**Learning intentions:** Children learn

To copy actions in response to music

To describe characters and their movements

To select sounds

To consider the pace and dynamics when playing

To record and comment upon their work

**Introductory activity (10mins)**

Sing, ‘Hello children’, using the notes G and E and remind them that they explored the characters of Jack Frost and King Winter in the previous session.

Today they are going to copy actions that are made to the first movement (part) of Vivaldi’s ‘Winter’ from ‘The Four Seasons’.

As they listen to the music they will copy actions that show children throwing snowballs, digging and patting the sides of a snowman. They will roll a snow ball into a snow man and rub their hands on their arms to keep themselves warm. They will even chatter their teeth!

Talk to the children about the music.

*What did they hear? (Short, icy notes; long howling wind; shivering quick repeated sounds)*

**Main activity (15mins)**

Remember how they described Jack Frost and King Winter last time and find some more verbs in order to make a word bank which will help to inform them of how to play their instruments.

|  |  |
| --- | --- |
| Jack Frost | King Winter |
| Running  Flying  Sprinkling  Darting  Diving  Twisting  Turning | Marching  Bowing  Waving |

The adverbs that could be used to describe the movement of each were:

Jack Frost- light, quick, smooth, leaving a silvery frosty trail

King Winter- heavy, slow and accented, royal and calm

Ask the children what sort of instruments they would select when thinking about ice, snow and chilly wintery winds (e.g. Triangles, bells, jingles, cymbals and tambourines)

*How might they play them for each character?*

Jack Frost- Quickly, quietly, lightly and smoothly

King Winter- Slowly, grandly, loudly and accented/short

***Year 2 extension: Ask the children to experiment changing their sounds from long to short and short to long. Triangles and cymbals can be held so they do not vibrate: tambourines can be tapped or shaken; bells can be placed on the floor or knees after they have been tapped together to stop the sound.***

Show the children pictures of Jack Frost and King Winter and ask them to play their sounds accordingly for each character.

***Extension: create phrases or sentences to play for each***

***E.g. Marching royally. Grandly waving***

***Darting and dashing. Sprinkling icy trails***

**Plenary (5mins)**

Record the music for each character, listen back to it and ask a few questions

*Did the music sound the same or different?*

*How did the verbs and adverbs help us to play our instruments? (They told us what tempo/speed to play at, what dynamic level/volume to play at and whether to make our sounds long and smooth or short and detached.)*

**Learning Outcomes:** Children can

Copy actions

Identify and generate verbs and adverbs

Use descriptive language to help inform the tempo and volume at which they play

Explore the duration of sound

Make comments about their work

**Five Peas**

**A Punjabi Folk Tale for Years 1 and 2**

**You tube link:** [**https://youtu.be/c9Bxj\_XTBb4**](https://youtu.be/c9Bxj_XTBb4) **(in Punjabi- also available in Urdu or Hindi)**

***Asterisks indicate places where the text can be illustrated with sound***

Once upon a time there lived five little peas in a peapod. They were all different but still living together as the peapod was still closed. They were too small to bear the sun and used to sleep all day. But at night, they used to talk to each other and listen to the music around them- especially the music of the moon.

The moon, when crescent, used to tie some silver strings to its ends. It played lovely harp music and sang some beautiful songs for the peas.\*

At the time of the full moon it used to play the drums\*. The peas would wake up, listening to the loud drums played by the moon.

Every pea reacted to the moon’s music differently

The first pea said, “I love the sound of the moon’s drums. I love this music”\*

The second pea said, “I love its castanets. They are so soothing”\*

The third pea said, “I like the way it plays the harp. It’s very beautiful. So melodious!”\*

The fourth pea said, “Oh, why can’t there be some quiet time? Forget the music!”

The fifth pea said, “I love all kinds of music. The castanets\*, the drums \* and the harp too\*. Each one is special and makes me happy when I listen to them.”

The peas were growing day by day. Now their pod was a squash and a squish and they all complained about the lack of space. Suddenly, the pea pod cracked open\* and a harsh light came in.

“Oh no! Who opened the pod?” said the first four peas but the fifth said, “Wow! Our pod has burst. I’m so happy!”

After they had got used to the sunlight \*, the peas started talking about going to explore the world. Some were anxious and the fourth pea wanted to go back to sleep but the fifth pea said he wanted to see all the different colours in the outside world.

One by one they slid down form the pod. Some were anxious and the fourth pea hoped that there was somewhere for him to lie down and go back to sleep, but the fifth pea said, “Catch me if you can!” The all landed in the soft furrow of earth in a pea patch. They were happy about their adventure when a passing boy saw them.

“Those peas are perfect for my sling-shot”, he said and picked them up one-by-one.

The first four peas flew far away into the sky. Some cried out in fear and the fourth pea hoped he would land in a nice, comfortable spot where he could sleep.

When it was the fifth pea’s turn he thought he was flying like a butterfly. He landed on a window sill and when he looked in he saw a poorly girl with a cough. Her mother was encouraging her to eat some soup so that she would become fit and strong and she looked very worried. The pea felt sad for the mother and daughter so it entered the room. When the moon came up it played the drums and the pea sang a song for the girl\*

“Bang, bong, bing. Listen while I sing”\*

The girl said, ‘Who is singing?” and the pea answered,

“It’s me”

“I’ve never heard a pea speak”, said the girl

“I can sing too. I was singing a song for you while the moon was playing drums. The moon plays the drums when he is full”

“But I can’t hear it”, said the girl. “You must be a very special pea”

“Everyone in the world is special”, said the pea “and everything has music within”

The pea told the girl to listen again and, she too heard the drums.\*

“See! Anything is possible”, said the pea.

“One thing is not possible. I won’t get better,” said the little girl sadly.

“Don’t say that”, said the little pea. “What if I become something different? Then you can change too and get better again.”

“But you’re only a pea”, said the little girl. “What else can you become?”

“If you believe in yourself you can do anything”, said the little pea and they agreed that if the pea changed into something else, she would try and get better.

The next morning, when the little girl woke she looked for the pea but it was not there. She thought that she must have been dreaming but, when she looked out of the window and saw how beautiful it was, she thought that she might try to get better.

The youngest pea was trying hard to keep his promise. He stayed on the window sill through the summer, covered with dust\*, autumn, covered in leaves\*, and winter, covered in snow\*.

As spring came he started to sprout and became a plant with some small stems ns some beautiful flowers. One day the girl’s mother noticed and showed her daughter.

“How did that plant get there?” she wondered.

The little girl said, “He kept his promise so I had better keep mine and believe that I can get better.”

The girl smiled at the sprouting pea and the mother took care of both of them.

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

About a story from the Punjab

A new call and response song

A new chant

About pulse/beat

About rhythm

**Introductory activity (10mins)**

Sing ‘Hello children’, using the notes G and E and use the same notes to sing ‘The Lemonade Song’.

*Call*: *Here I come?*

*Response: Where from?*

*Call: Milton Keynes*

*Response: What’s your trade?*

*Call: Lemonade*

*Response: Give me some. Don’t be afraid*

Ask the children to be ‘rhyme spotters’ and see if they can spot the rhyming words, ‘come’ and ‘from’ and ‘trade’, ‘lemonade’ and ‘trade’.

Ask the children to sing the responses first and then to sing the calls.

Now ask them to think of different drinks with ‘ade’ at the end and to think of different towns in the UK.

Next ask the children to think of cities in the UK and finally, different countries that they would have to reach by boat or plane.

Finish with the Punjab.

Tell the children a little about the Punjab

* It is an Indian state.
* It is bordered by the country of Pakistan to the West
* It has a population of over 27.98 million
* Most of the people there are Sikhs

The story above is a translation from Punjabi and is brought to life by the video on You Tube.

**Main activity (15mins)**

Read the story to the children and discuss the messages within it.

The little girl was made to feel that she could get better by the little pea, who said that anything was possible.

Teach the children the chant, ‘Five Fat Peas’ and ask them to tap a **steady beat** on their knees as they say it.

*Five fat peas in a peapod pressed*

*One grew, two grew and so did all the rest*

*They grew and they grew and they did not stop*

*Until one day, the pod went POP!*

Ask the children to identify all the words beginning with the sound, ‘p’ and then repeat the chant, clapping the **rhythm** of the words.

In the story the moon plays the drums, the harp and the castanets.

Use the drums to play the beat under the chant and the castanets/claves to play the rhythm of the words.

Try putting the two groups together, always starting with the beat.

Ask the children to say, clap and play the following rhythms from the chant:

*Five fat peas –*

*So did all the rest –*

*Grew and the grew –*

Theyfit under four beats like so:

1 2 3 4

Five fat peas -

So did all the rest -

Grew and they grew -

***Year 2 Extension activity: Try putting each of the rhythms with the beat and then divide the children into three groups and repeat with the beat, the rhythm of the words and one of the phrases as an ostinato (repeated pattern).***

**Plenary (5mins)**

Talk to the children about what they have learned today.

*Who can demonstrate a beat?*

*Who can describe it using words? (A regular sound)*

*When we clapped the rhythm what were we following? (The syllables of the words)*

*Year 2: What do we call a repeated pattern or rhythm? (An ostinato)*

**Learning Outcomes:** Children can

Sing tunefully

Maintain a steady beat

Clap and play the rhythm of the words of a chant

Maintain a part within a large group

Maintain an ostinato (Year 2)

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

A new singing game

About timbre

About the sitar and table

About adjectives

How to create with a purpose

**Introductory activity (10mins)**

Sing, ‘Hello children’ using the notes G and E and then introduce them to the song, ‘Starlight, Star bright’ from ‘Singing Games and Rhymes for Early Years’.

*Star light, star bright*

*G A G E*

*First star I see tonight*

*G a a g g E*

*Wish I may, wish I might*

*e d E e d E*

*have the wish I wish tonight*

*e d e g e d C*

Remind the children about how, when the moon was a crescent in the story of ‘Five Peas’, she used to tie strings to each point and play beautiful harp music.

Ask the children what the little pea might have wished that night.

* I’d like to make beautiful music
* I’d like to see the colours of the world
* I’d like to fly like a butterfly
* I’d like to change into something else
* I’d like to make the little girl better

Use the notes G and E to sing these wishes together

I.e. I’d like to make music (GeeggE)

I’d like to see colours

I’d like to fly like a butterfly

I’d like to make my friend better

**Main activity (18mins)**

Remind the children that last time they used the drums to play their music. *What else did the moon play on in the story? (Castanets)*

*Do they think they would be able to tell the difference between the sound of a drum, some castanets and a harp?*

Most children will say yes. This is because they can recognise the sound colour or ***timbre*** of the instrument.

The Dholak is a two-headed folk drum from the Punjab. Show the children part of a You Tube video which shows a young boy putting powder on his hand before he begins to play with the heel of one hand and the fingers of the other. <https://youtu.be/ziOI-f1Wvl8>

This clip shows the drum being played faster by a father and son with a harmonium accompanying them.

<https://youtu.be/kJmdNA4wvTs>

*How might they describe the sound or the character of the instrument/music?*

The Sarangi is a bowed stringed instrument found in Northern India and the Punjab. Its name translates to ‘one hundred colours’.

Watch a few minutes of the You Tube clip <https://youtu.be/Nh9dUYUgf8Y>

When the children have seen what the instrument looks like and how it is played, ask them to close their eyes and to think of some descriptive words which come to mind.

Divide the children into four groups.

Group 1- G chime bar and Indian bells

Group 2- A chime bar and triangles

Group 3 – E chime bar and temple bells or finger cymbals

Group 4- C chime bars and jingles

*Note: You may have to repeat this activity, as there may not be enough instruments for every child to play.*

Use some of those descriptive words when playing some peaceful music using the chime bar notes GAGE and the metal un-tuned percussion.

Group 4 could start with a pulse or the word, ‘Peaceful’

You may just point at each group in turn e.g. group 1, group 2, group 3 and then group 1 or ask a child to be the conductor and to point to which ever group he or she wants to in any order.

Remember, the effect must be peaceful.

Other children might want to think of some of the describing words (adjectives) that they thought of when listening to the Sarangi i.e. calm, beautiful, sleepy or smooth.

Record the music so that the children can listen back to it at another time and maybe adapt or improve it.

***Year 2 extension: Some children in year 2 may have begun to learn the violin or cello. They can use their open G, A, C string in the case of the cello and E string in the case of the violin.***

***Children may only be able to pluck the string with their fingers but if they can play long smooth sounds with the bow this might be better.***

**Plenary (2mins)**

Pack the instruments away and ask the children to describe the difference in sound between the Dholak drum and the Sarangi

**Learning Outcomes:** Children can

Sing tunefully

Use language to describe the timbre of Punjabi instruments

Use tuned and un-tuned instruments to create their own atmospheric music

**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About timbre

About duration

About long and short vowel sounds

How to link musical and phonetical sounds

**Introductory activity (10mins)**

Sing, ‘Hello children’ using the notes G and E and remind them of how they listened to the sound of the Dholak drums and of the Sarangi. Ask the children to describe anything that they remember about either of the instruments- how they are played, what they are made of or how they sound.

Remind them how the castanets sound.

One way in which we might describe the sound of the drum and the castanet is ***short,*** whereas the sound of the bowed Sarangi is ***long. In music this is called duration.***

Use the tune, ‘Do you know the Muffin Man?’ to sing the following song from ‘Bobby Shaftoe, clap your hands’.

*Make you sound as long as mine*

*As long as mine*

*As long as mine*

*Make your sound as long as mine*

*And do it after me*

Make some long sounds with your mouth, lips, hands and feet and include some long initial sounds like ‘s’, ‘m’ or ‘l’.

Ask volunteers to suggest some sounds and follow them.

Repeat the whole activity with short sounds such clicking, tapping, clapping, stamping and initial sounds such as ‘t’ and ‘b’.

**Main activity (15mins)**

Now look back at the story of the Five Peas, find some words and decide whether the vowels sound long as in ‘shine’ and ‘flow’ or short, as in ’slid’ and ‘crack’.

Now make a list on the board of words that can change from short to long e.g. ***slid*** *to* ***slide*** *and* ***hid*** *to* ***hide***

Find some other rhyming words that work in this way

|  |  |
| --- | --- |
| **Short vowel** | **Long vowel** |
| Slid  Hid  Lid  Did  Rid | Slide  Hide  Lied  Died  Ride |

Divide the children into two groups

Give one group castanets/woodblocks/claves in which they should play the words with short vowels.

Give the second group triangles/Indian bells/ finger cymbals on which they should play the words with long vowels

*NB: Make sure the children are holding these instruments correctly so that they ring out.*

Ask group pone to say and play their word and then ask group two to say and paly their word. Compare the sounds of the words and of the instruments.

Year 1 extension activity: Make up nonsense words such as ’glid’ and glide’, ‘frid’ and ‘fried’.

***Year 2 extension: Give all the children triangles, Indian bells, finger cymbals or chime bars. Explore how to make the sounds ring out and how to make them short and then use the same instrument for both words.***

***E.g. ‘Slid’ (instruments dampened by placing them on the ground or on their knees or by holding the metal whilst playing)***

***‘Slide’ (instruments played in the air or with no finger to dampen the sound)***

***String players can also do this by playing an open string plucked and then with the bow***

**Plenary (5mins)**

Pack away the instruments and talk about the different sounds they have explored today.

*Which instrumental sounds were short and which were long?*

*Which Punjabi instrument has a short sound and which has a long sound?*

*How did we make a triangle sound short? (Year 2)*

*What do we call the time in which the sound takes to disappear in music? (Duration)*

**Learning Outcomes:** Children can

Discriminate between long and short sounds

Generate long and short sounds

Relate spoken sounds to played sounds

Manipulate the duration of sounds (Year 2)

**Lesson 4: 30mins**

**Learning Intentions:** Children learn

To sing tunefully

About rhyme

To compose short songs

About drones

About ostinati

About playing/singing in groups (Year 2)

About arranging ideas

**Introductory activity (10mins)**

Sing, ‘Hello children’ using the notes G and E and then revise the song, ‘Star light, Star bright’. This time ask all the children to reply together to the question, ‘Children, what’s your wish?’ (GEggE)

They will need to start with the words ‘I wish I…’ (GeeG..)

Ask volunteers to sing their answers individually.

Remind the children that the fifth pea could hear the moon singing in the story.

*What might his wish be for the little girl?*

Today they are going to make up some songs together for the pea to sing to the little girl.

**Main activity (17mins)**

Refer back to the text and decide what make the girl happy and well.

Here are some of my suggestions:

*Eating soup and singing this song*

*Will make you fit, healthy and strong*

*Listen to the music; fill your heart with joy*

*Music brings happiness to every girl and boy*

*Castanets and drumming; gently strumming strings*

*Everyone is special; let your spirit sing*

***All of these could be sung just using the notes G and E but Year 2 children might want to explore using the A and C in their version. Allow them time to explore this in pairs and then to sing back to the class. Adopt the tune everyone likes best and can sing most easily.***

Once you have decided how to sing one of the songs above or your own version, tap a steady pulse beneath it.

Some children will be asked to play the C chime bars and finger cymbals on this beat.

Sing the song with the beat underneath.

Now take words or phrases from the song you have chosen e.g. ‘eating soup’, ‘fill your heart with joy’ or ‘castanets and drumming’. This repeated pattern is called an ***‘ostinato’***

Ask some children to play these phrases throughout on the chime bar notes G, E and/or A.

Give children who do not have an instrument some more un-tuned metal percussion i.e. bells, triangles and jingles. They will play the rhythm of the words after the song has been sung.

***Year 2 extension: Cellists can play the drone on their open C string and violinists on their open G string.***

Now organise the piece. Here is an example of how it might be performed.

**1 2 3 4 1 2 3 4**

**Drone starts:** G/C - G/C - G/C - G/C -

**Song + drone**

**Drone and**

**Ostinato:** Eating soup Eating soup Eating soup Eating soup

g g E g g E g g E g g E

**Song + drone**

***Year 2 only***

**Drone,**

**Ostinato**

**+ Un-tuned percussion playing the rhythm of the words of the song**

**Small group of children sing the ostinato whilst the remainder sing the tune + drone**

**All sing and play their part + drone**

*This activity can be easily differentiated from its simplest form i.e. sing the song using E and G to its most complicated.*

Record the final performance for the children to listen back to and comment upon.

**Plenary (3mins)**

Listen to the recording if time and discuss the following:

*Can the words be heard?*

*Is everyone singing tunefully and together?*

*Is there a steady pulse?*

*What is the overall effect/mood/character of their piece?*

Revise the words, ‘ostinato’ and ‘drone’

**Learning Outcomes:** Children can

Sing tunefully

Sing in parts (year 2)

Maintain a steady beat/drone

Play an ostinato

Play and sing in large groups (Year 1)

Play and sing in small groups (Year 2)

Organise and arrange their work (Year 2)

Comment on their work

**Lesson 5:30mins**

**Learning Intentions:** Children learn

About dynamics (volume)

About duration

About pace/tempo

How to change sounds

How to follow visual and aural cues

**Introductory activity (7mins)**

Sing, ‘Hello children’ using G and E and then talk to them about the theme of growth that runs through the story of Five Peas.

The pea grows and changes physically into a plant. He also learns a lot about the world around him and grows in confidence so that he can help the little girl.

The little girl grow mentally because she starts to believe in herself and her ability to get better.

With growth often comes change and today the children are going to ways in which sounds can be changed.

Revise the chant, ‘Five Fat Peas’

*Five fat peas in a peapod pressed*

*One grew, two grew and so did all the rest*

*They grew and they grew and they did not stop*

*Until one day, the pod went POP!*

Say the words whilst tapping a **beat** on knees and then clap the **rhythm** of the words as they are spoken.

**Main activity (20mins)**

In the story the pea stays on the window sill throughout the summer, autumn and winter. He is covered with dust, dried leaves and then snow.

Ask the children to suggest sounds for each of those materials

E.g. Dust- maracas/egg shakers

Dried leaves-scrapers

Snow- bells and triangles

Divide the class into three groups and give each group one of the three sounds.

Remind the children of the way in which the explored long and short sounds in an earlier session.

*Which sound is long? (Triangle)*

*Which sound is short? (Shaker and jingles)*

*Which sound is in the middle? (Scraper)*

Askthe children to all make their sounds short. This is easy for the shakers and scrapers but children playing the triangles will need to hold them tightly so that they don’t ring.

Sing the following to the tune, ‘Pease Pudding Hot’.

*Some sounds are short*

*Some sounds are long*

*Let’s play some short sounds after this song*

Repeat the activity by making all the sounds long. The children playing triangles will allow them to ring but those children playing the shakers may need to roll them and those playing a scraper will need to move the stick slowly.

Now ask the children how else they might change their sounds. They might change the volume at which they play. In music this is part of a ***dynamic range*** from very quiet to very loud.

Show the children how they are going to know whether they should play loudly, quietly or not at all.

When my hands are together they should be silent

As they move further apart, the sound should gradually get louder.

As my hands move back together, they should gradually get quieter.

Try this with each group in turn and then with all the players at once.

Finally, explore fast and slow sounds by playing, ‘Get on Board’.

I am driving a train with a steady beat. The beat will be played on a drum so they can hear it distinctly.

I will invite each group on board-one at a time.

Start the beat and then say, ‘Get on board, get on board. Get on board the shakers’.

Make sure they are following the steady beat before saying, ‘Getting off, getting off. Getting off the shakers’.

Repeat this with the scrapers and triangles.

Now explain to the children that when they get on board the speed or ***tempo*** of the beat will change. They must follow it with their sounds when it gets faster and slower.

Give the children in each of the three groups the opportunity to show that they can follow a changing tempo.

**Plenary (3mins)**

Pack away the instruments and ask the children to remember the three ways in which they changed their sounds today

They changed the ***duration*** of the sounds by making them long or short

They changed the volume or ***dynamics*** at which they played by following hands signs

They changed the speed, ***pace or tempo*** at which they played by following a beat

**Learning Outcomes:** Children can

Discriminate between long and short sounds

Manipulate and control sounds

Follow visual cues

Follow aural cues

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

About pitch

About ascending and descending sounds

A new song

A new game

How to relate the size of an instrument to its pitch

**Introductory activity (10mins)**

Sing, ‘Hello children’ using the notes G and E and then ask the children how Daddy, Mummy or baby Bear might say hello.

The largest bear has the deepest voice and the smallest bear has the highest voice.

Show the children a full set of chime bars from low C to high C’ and ask them to notice how each bar gets smaller as the sound gets higher.

Play, ‘Have you brought your voice?’

The leader says, ‘*Have you brought your talking voice?’* and the children reply, *‘Yes I have. Yes I have’* in a talking voice.

Now change the voice to Daddy Bear/Mummy Bear/baby bear/mouse/giant/voice.

**Main activity (10mins)**

Show the children a picture of three peas- one small, one medium and one large.

Take the low C, F and high C’ out of the chime bar set and play them to the children.

*Which chime bar matches which pea?*

***Year 1 children might need to start with low C and high C’ and the largest/smallest peas first***

Divide the children into three groups.

Give the children in the first group the low C and explain that they need to play it when they see the picture of the largest pea. Children in that group without a chime bar should call out, ‘Largest pea’ in a low voice.

Give the children in the second group the F and explain that they need to play it when they see the picture of the middle-sized pea. Children in that group without a chime bar should call out, ‘Middle-sized pea’ in their normal voice.

Give the children in the third group the high C and explain that they need to play it when they see the picture of the smallest pea. Children in that group without a chime bar should call out, ‘Smallest pea’ in a high voice.

Show each card once and then mix them up and turn them over randomly.

If time, allow those without chime bars the opportunity to play.

**Plenary (10mins)**

The pea sprouted a shoot at first and then it grew into a stem and finally, a plant.

*How might they show this with sound?*

*The sounds would rise or* ***ascend***

Teach the children a song using the first five chime bars in the set. The sounds will move up by step from C to G.

*Once a pea lay in a pod*

*C D E F G G G –*

*I’m so small he glowered*

*C D E F G- G-*

*Then he grew into a plant*

*C D E F G G G –*

*Spread his stems and flowered*

*G F E D C- C-*

Explain what the word ‘glowered’ means and ask the children why they think that word is in the song. (It rhymes with ‘flowered’)

Ask the children to show the ascending sounds of the first three lines by pretending to climb a ladder, step-by-step, with their hands in front of them.

They should show the descending sounds of the last line by making their hands climb back down the ladder.

Ask the children how they changed the sounds as the pea grew into a plant

*The pitch of the sounds got higher*

They might do the same with music to show the little girl getting bigger and stronger.

**Learning Outcomes:** Children can

Explore low, middle and high vocal sounds

Relate the size of an instrument to its pitch

Follow ascending and descending sounds

Sing tunefully and accurately

Respond to visual cues

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**‘The Firebird Suite’ (1919 version) by Igor Stravinsky**

**Background information**

Stravinsky wrote the music for this ballet in 1910 and it was the first of much collaboration with Ballet Russes and its founder, Sergei Diaghilev.

The ballet is based on the Russian fairy tales about the Firebird. The hero of the story is Prince Ivan who strays into the magical realm of the evil wizard, ‘Kastchei the Immortal’, whilst out hunting. Kastchei’s immortality is protected by an egg in which his soul is hidden, encased in a wooden casket and hidden under tree.

Ivan chases and captures the Firebird but releases her when she begs for mercy.

In return the Firebird gives Ivan one of her feathers with which he can summon her at any time.

Once inside the magical kingdom, Ivan meets 13 princesses who are under the spell of the wizard and falls in love with one of them. After confronting Kastchei, Ivan is chased by his monsters and summons the Firebird top help him.

The Firebird bewitches the monsters by making them dance an ‘Infernal dance’ and they and Kastchei all fall into a deep sleep.

The Firebird leads Ivan to the magic egg and, once it is destroyed, the monsters are freed, the palace disappears and the princesses awake to much celebration.

The 1919 concert suite for orchestra includes music for the following dances:

The Firebird and its dance

The Princesses dance

The Infernal Dance of King Kasthchei

The Berceuse (Lullaby)

Finale

**Discuss and Explore**

**a) Lost in the Forest**

The piece is based on the following sequence of notes:

Bb F# F E G A

Bb F# Bb G B E

Explore the mood that is created as the notes slide from F# to F to E

Talk to the children about the general mood of this first piece.

*Are the dynamics generally loud or quiet?*

*Are the sounds generally short and detached or smooth?*

Play the notes in a sequence and add other un-tuned sounds to them

Give the children the choice to move slowly into the middle and to play whichever of the notes they wish. After they return slowly to their seats, another child chooses a different sound.

Set up an I-pad using Garage band or Thumb Jam so that only those notes can be selected.

*What sounds could be introduced to this smooth, calm music to suggest that there is some danger nearby (A drum roll/a roll on a suspended cymbal)?*

**Non-verbal cues**

Indicate with eyes or a gentle touch when a child should collect an instrument, play it and return to their seat.

They could then choose the next child or the process could be repeated by the teacher.

**b) The Firebird**

When the Firebird bursts into sight the forest is lit up by the brilliant colours of its wings as is swoops and darts among the trees.

Ask the children to explore the colours or timbre of different instruments.

*Can they draw a picture of the Firebirds wings and the colours that might fly from them?*

*From this can they choose sounds to illustrate these colours?*

Metal sounds such as metallophones, chime bars, triangles, bells and jingles create ‘icy’ colours of blue, purple, silver and white

Cymbals on the other hand suggest warmer colours of gold and orange.

The wooden, skin and shaker sounds may suggest browns and greens to the children.

Talk to the children about how the sounds can be organized. Consider the following

* The duration of sounds i.e. one long sound or several short sounds played in bursts
* The order of sounds i.e. in a sequence, or a repeating pattern
* The combination of sounds i.e. accumulatively or in layers

*Can they use these colours and a key to create a wonderful graphic score?*

**Non-verbal cues**

Try laying out a kaleidoscope of colours and asking individuals to lay sounds on top of them. Children are given a free choice of the order, combination and arrangement of sounds. Alternatively, ask the children to listen to sounds and to place them on whichever colours they wish and then repeat the activity.

**c) Kastchei’s Dance**

Warm up with a game of ‘Play a pattern in Space’

The children will all play four E’s and then indicate 4 silences or rests in the air with their beaters.

They then make up a rhythm using the note E over the four rests; together first and then individually.

Give some children (in groups or pairs) additional notes to explore over the four beat rests

Group 1- E F# and G

Group 2- Bb and B

*Can they make up question and answer phrases using these notes?*

Ask the children to identify the speed (tempo), dynamics (volume) and character of this dance and to reflect this in the way in which they play their question and answers.

Play over an E drone

**Non -verbal cues**

Kastchei turns people that stray into his kingdom into stone and uses them as ornaments in his garden.

Ask the children to consider whether the people would immediately turn to stone or gradually.

Appoint a ‘Katschei’ to touch the groups or pairs of performers on their heads. At this moment the tunes will either stop immediately or gradually slow down and get quieter.

**d) Celebration Dance**

Explore the notes CDEFG chime bars or hand bells

Number the bars/bells like so

G = 1 F = 2 and 6 E = 3 and 7 D = 4 and 8 C =5 and 9

This is the order in which the children will play those notes

Alternatively, the children can be seated in order with extra C, D, E and F bars/bells

Add a drone on G and shimmering sounds

Try adding another chime bar/bell peal using the notes in the following order:

E= 1 D = 2/6 C = 3/7 B = 4/8 A = 5/9 and a drone on E

As the statues wake up quiet shimmering bells become louder, guiros that have been gently and slowly scraped begin to add a rhythmic motif and other children add new sustained sounds to the G or E drone.

Arrange a signal for the start of the celebration and play the bell peals and rhythmic motifs loud, fast and joyful.

Arrange for a signal to stop and decide on a rhythmic phrase for everyone to play at the end.

**Non-verbal cues**

Use colour-cues that match the notes on the rainbow chimes or hand bells to create peals.

Set up Thumb Jam so the children can explore ascending and descending notes.

Use ascending and descending dots as alternative graphics to guide the children.