



Early Years and Foundation Stage Lesson Plans



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“Singing Sherlock Book 1 (pub. B&H) and 3 Little Pigs (pub. A&C Black) have been purchased and are provided as a supporting resource to this scheme of work.”



Early Years and Foundation Stage

Teaching Input and Creative Opportunities

In this scheme we have offered various activities to facilitate creative opportunities. In the first instance these will be teacher led input sessions. The taught sessions build on the main dimensions of music such as pitch, pulse and rhythm, and musical concepts such as tempo, dynamics, timbre and duration. The scheme uses singing and vocal work as a foundation for learning, and includes a repertoire of simple songs and rhymes for the children to learn by heart and internalise. Additionally, movement and actions are an essential component to children's musical development at this age. It also includes naming and making sounds with tuned and untuned instruments. There are many links with early letters, sounds and phonics teaching and number (e.g. rhythm and pattern work). It is important that children are encouraged to explore sounds and extend these creative opportunities in continuous provision and free play. We have suggested such extensions to activities and these will compliment your music and sound making area in class.

Assessment

It is suggested that assessment is incorporated into the systems implemented within your own Early Years learning environment. As is good practice the use of photographs and recordings to identify and evidence progression against the Early Years Goals is suggested. You may also find it helpful to assess using short written post-it note observations and where appropriate a more detailed narrative comment when a child is particularly engaged in a musical, sound making activity.

By the end of the Foundation Stage year most children should have had the opportunity to - explore sounds and recognise how they can be changed - join in singing simple songs from memory - match movements to music – and begin to recognise repeated sounds and sound patterns.

Early Years and Foundation Stage - Lesson Plan

EYFS Autumn Unit 1 – All About Me

In this unit children will be encouraged to find their singing voice and explore other vocal sounds. They will learn a repertoire of simple songs that they can become familiar with and have experience of putting actions to songs and moving to the pulse.

EYFS Autumn Unit 2 – Light and Dark

In this unit children will learn songs and explore sound making with instruments and everyday objects on the themes of night and day, space, Diwali and Christmas. They will consolidate their awareness of pulse, beat and sound patterns or rhythms and explore the concepts of dynamics and tempo.

EYFS Spring Unit 1 – Sounds All Around Me

In this unit the children will develop their listening skills and sound discrimination skills. They will explore everyday sounds that they hear around them. They will start to be aware that they can make sounds to add effects to stories. They will become familiar with class instruments and know their names and how to play them correctly.

EYFS Spring Unit 2 – Traditional Tales

In this unit children will have an opportunity to use their voices and percussion instruments to explore how sounds can be made and become aware that sounds can be changed. There will be the opportunity to listen and move to music and learn about how music changes in tempo – fast/slow and dynamics – loud/quiet.

EYFS Summer Unit 1 – Travelling Around

In this unit children will learn a number of rhymes and cumulative songs to enjoy singing as a class and help to develop confidence using their voice. Through songs and music games they will be able to develop an understanding of the steady pulse. They will have the opportunity to explore instrumental, vocal and body percussion sounds.

EYFS Summer Unit 2 – Holidays and The Seaside

In this unit children will use instruments and vocal sounds to create a sound story about a Treasure Island. Children will extend their range of songs and have the opportunity to reinforce their understanding of how sounds can be made and changed.

Resources

It is useful to try and have a class music box with a selection of tuned and un-tuned percussion instruments in it. It is very helpful to have a class set of shakers, egg shakers or maracas, and claves. If possible enough pitched instruments for one between two is ideal for whole class lessons.

There are many more books and resources available for Early Years and KS1, some of which are listed below. In this scheme of work we have offered different activities and hope you will find them enjoyable to teach to your class. Don't feel that these topics are set in stone, use the ideas and change them if needed. Sometimes less is more and doing something simple, well, benefits their musical development. Find something that works and adapt it to suit your own class, and be creative! Children at this age benefit from repetition and internalising songs and rhymes. Revisit known songs at every opportunity and this will help the children's confidence and ability to understand musical ideas and concepts more thoroughly. Most of all – enjoy it!

Resource list and useful links

A&C Black Publishing have published a wealth of material including well known books such as “High, Low Dolly Pepper”, “Bobby Shaftoe, Clap Your Hands”, “The Handy Band” and so on.

www.musicexpress.co.uk/

The “Inside Music” singing scheme of work from The Voices Foundation. www.voices.org.uk

“Singing Games & Rhymes for Early Years” - National Youth Choir for Scotland. <http://www.nycos.co.uk>

www.singup.org

www.charanga.com

Soundplay Music Resource Pack –Sheffield Music Hub

http://www.musicintheround.co.uk/user_content/files/resource_pack.pdf

Good Songs for Early Years.....and good things to do with them Compiled by Cathryn Dew

Assessment

“Interpretation of National Curriculum Music (Key Stage 1 + 2), April 2015” - Sky Music Hub

<http://www.skymusichub.com/training-resources/downloads/>

“ISM The National Curriculum for Music - An assessment and progression framework”

www.ism.org/images/files/An_Assessment_and_Progression_Framework_Primary_Music.pdf

Lesson 1:**Autumn Term 1 - All About Me****Year Group: EYFS****LO:**

To be able to begin to sing in a group and on their own
 To be able to tap out the pattern of a word (their name)

Starter Activity

Teach the **Good Morning Song** to the tune of 'Happy Birthday'.

| | | |
|----------------------------------|------------|---------------------------------|
| Good Morning Class __, | or: | Good Morning to you, |
| Good Morning Class __, | | Good Morning to you, |
| Good Morning Everybody, | | Good Morning to (name), |
| Good Morning Class ____ ! | | Good Morning to you! |

This song is a great way to get the children's attention in the mornings and get them used to a routine. When the children are confident with the song, the class can sing to an individual child and the child can reply singing 'Good Morning' back to the class.

Activities:

- **Hickety Tickety Bumble Bee** song. Children to sing their names and tap their names using this song.
- Children to learn the song **Where is ____?** to the tune of 'Frere Jacques'
- Children to learn the song **Can you clap a name with me?**

Plenary

Ensure the children know the difference between their singing voices and other types of voice, and show them that they can use their voices in a variety of ways using the chant/ song **Have you got your talking voice?** The teacher says the phrase (to the rhythm "tete, tete, tete, ta"), and the children reply using their talking voices, **Yes I Have, Yes I Have!** ("tete, ta , tete, ta"). Get the children to explore different voices by changing yours. E.g. "grumpy voice", "whispering voice", "quiet voice", "loud voice", (ensure children loud but NOT shouting voice....make sure they can distinguish between loud and shouting, "posh voice", "Daddy Bear voice", "Mummy Bear voice", "Baby Bear voice" "singing voice" to- GG EE GG E, Reply: GGE GGE! and so on.)

Things to think about:

Can the children identify and demonstrate their singing voices? Some children may not be able to, or may not be used to using their singing voice. Some children may just need to listen to this stage. Never force a child to sing on their own, but give lots of rewards and praise to those that do. If a child doesn't sing on their own, get the class to sing instead e.g. "There she is", instead of "Here I am" in the **Where is ____?** Song.

| Objectives | Activity | Resources |
|--|--|---|
| Find singing voices Tap name patterns To be able to sing on their own | Teach the song : Hickety Tickety Bumble Bee Can you sing your name to me? (GGG EEE GG E, GG EA GG E) The children reply: My name is _____! (G- EA _____) If you have a bee puppet this can be used to encourage the children to sing to "Bertie Bee". If the children speak their name, encourage them to use their singing voice by getting them to listen to you sing their reply and then copy. Once the children are very familiar with the song encourage the children to clap the pattern of their name when they reply. Take note of whether the children are singing the song along with the group and whether they can sing confidently on their own. Reward those who pitch the song correctly and sing clearly and confidently. | This song is recorded on the Sky Hub website A puppet of a bee can be used to enhance this song and engage the children. |
| Find singing voices To be able to sing on their own | Teach the song Where is _____? to the tune of 'Frere Jacques' Where is _____? , Where is _____? (teacher) Here I am! Here I am! (child) We're so pleased to see you, We're so pleased to see you Here today, Here today This song can be used to do the register in the morning and encourages the children to sing confidently on their own. If the children speak their name, encourage them to use their singing voice by getting them to listen to you sing their reply and then copy you. Reward those who pitch the song correctly and sing clearly and confidently. | This song is recorded on the Sky Hub website |
| Find singing voices Tap name patterns | Sing the song Can you clap a name with me? (To the tune of "London Bridge is Falling Down") Can you clap a name with me, We can clap a name with you Name with me, name with me, Name with you, name with you, Can you clap a name with me, We can clap a name with you, Let's clap _____ Let's clap _____ Sing the song and clap different children's names. Once you have a selection of different names and rhythms, clap a name saying the name silently in your head (using your thinking voice) and see if any of the children can recognise a name from the pattern of sound. | This song is recorded on the Sky Hub website |
| Ideas for free play: Put some claves out in a music corner and encourage the children to tap out their own names and the names of their friends. This could be a morning activity combined with picking out their name cards when they come in. | | |

Lesson 2:**Autumn Term 1 - All About Me****Year Group: EYFS****LO:**

Children to learn some simple songs by heart and be able to sing confidently in a group and on their own
Children to begin to perform actions and play a drum/ tambour to a steady beat

Starter Activity

Sing **Have you got your _____ voice?** and the **Where is _____?** Song (lesson 1), to focus the children's attention.

Activities:

- Sing the song **Teddy Bear** and join in with the actions
- Learn the song **Hey Hey Look at me** and create some actions
- Play **Listen, Listen Here I Come** singing game, with a drum or tambour

Plenary

Sing **Hickety Tickety** but instead of singing names sing "Can you tap/stamp/clap/slap / hop/ jump the pulse for me?" (Demonstrate the action you want by performing it to the pulse while singing the song) The children join in the final phrase by following with four taps/ stamps etc on the beat. If there are any confident singers encourage them to lead the song with an appropriate action.

Things to think about:

Some children will be able to move to a steady beat clearly, but there will usually be at least a few who still can't feel the beat/pulse. Make a big fuss of anyone who is doing this and get them to demonstrate to the rest of the children. Get the children to copy the role model child.

| Objectives | Activity | Resources |
|--|--|--|
| <p>To sing a simple song confidently</p> <p>To move/ perform actions to the beat of the music</p> | <p>Teach the Teddy Bear song with the appropriate actions:</p> <p><i>Teddy Bear, Teddy Bear, touch the ground.(GGGEEEGGE)</i></p> <p><i>Teddy bear, teddy bear, turn around.(GGGEEEGGE)</i></p> <p><i>Teddy Bear, Teddy Bear, touch your nose.(GGGEEEGGE)</i></p> <p><i>Teddy Bear, Teddy Bear, find your toes.(GGGEEEGGE)</i></p> <p><i>Teddy Bear, Teddy Bear, switch off the light.(GGGEEEGGGE)</i></p> <p><i>Teddy Bear, Teddy Bear, say good night.(GGGEEEGGE)</i></p> <p>Encourage the children to perform the actions to the pulse, ensuring your actions are clear and accurate for them to copy. If any children perform actions to the pulse well, praise them and let them demonstrate to the class.</p> | <p>The children could bring in their favourite teddy to sing to.</p> <p>Chime bars</p> |
| <p>To sing a simple song confidently</p> <p>To move/ perform actions to the beat of the music</p> | <p>Sing the following song to the children whilst only clapping to the beat 4 times on the last phrase (claps shown by underlining the relevant syllable).</p> <p><i>Hey, hey look at me! (GEGGE)</i></p> <p><i>I am <u>clapping</u> <u>can</u> you <u>see</u>?(GGEEGGGE)</i></p> <p>Vary the actions, e.g. stamping, jumping, hopping and blinking.</p> <p>1.(younger children)Children to echo your singing and copy the actions</p> <p>2.A child chooses an action, and then as you sing child joins in actions on second phrase. Then everyone copies.</p> <p>3.(older child) A child sings song and performs actions as the leader and the rest of the children repeat</p> <p>This song can be done with instruments as well (tapping, shaking, scraping)</p> | <p>Chime Bars if needed</p> |
| <p>To play an instrument to the pulse (or heartbeat)</p> <p>Play an instrument to the rhythm (the pattern of the words)</p> | <p>Teach the song Listen Listen</p> <p><i>Listen, listen, here I come (CCAACCA)</i></p> <p><i>Someone special gets the drum (CCAAGGF)</i></p> <p>Form a circle and choose a child to tap the pulse or tap the rhythm of the words. Some may be able to walk around the circle and some may prefer to stand still. If a child finds it hard join in with them and this often gives them confidence and improves accuracy</p> | <p>2 tambours or drums with beaters</p> |
| <p>Ideas for free play: Put a tambour or drum in the sound corner for the children to sing and play Listen Listen. Encourage the children to sing these songs with actions in the outdoor area during free play.</p> | | |

Lesson 3:**Autumn Term 1 - All About Me****Year Group: EYFS****LO:**

Children to learn some simple songs by heart and be able to sing confidently in a group and on their own
 To perform actions to a song and be able to sequence two actions / sounds

Starter Activity

Sing song **Hey Hey Look At Me**. Encourage individual children to think of their own actions. The chosen child sings the song on their own, (or alongside the teacher for those less confident), with their chosen action, and the rest of the children repeat the song copying the actions.

Activities:

- Learn the song **Clap, clap, clap your hands** and join in with the actions
- Learn the song **Stamp your feet and shake your hands** to the tune of "Bobby Shaftoe"
- Learn the song **Can you make up a pattern?** To the tune of "Oh dear, what can the matter be"

Plenary

Finish with a game of **Listen, listen, here I come**, using a drum or tambour. Give rewards for those children keeping a steady pulse. Play alongside those children who are still struggling to find the pulse

Things to think about:

Think of different ways you can get the children to move to a pulse during the school day, e.g. "marching" in the outdoor area. Grab the children's attention in class using a pattern made up of two louder actions e.g. 2 claps, 2 stamps, that the children learn to recognise and copy.
 Have a "music" area where the children can perform actions to music with a clear steady pulse or put out some tambours/ drums for the children to play along to.
 Ensure the children know how to play the tambours correctly, holding them in their hands and tapping gently so as not to damage the instrument

| Objectives | Activity | Resources |
|---|---|--|
| Sing familiar songs, To join in with a steady pulse To move/ perform actions to music | Learn the song Clap, clap, clap your hands and join in with the actions <i>Clap, clap, clap your hands (GEGGE)</i> <i>Clap your hands together (GGEAGE)</i> Can the children think of different actions to accompany this song? E.g. tap your knees, nod your head, blink your eyes, stamp your feet etc and then perform the actions to the pulse. Use children moving well to the pulse to demonstrate their skills to the rest of the class. | Recording of song available on Skye music hub website |
| Sing familiar songs, Join in class singing and actions with increasing confidence Become aware of patterns in sounds and music and begin to make sequences of sound | Learn the song Stamp your feet and shake your hands to the tune of "Bobby Shaftoe" <i>Stamp your feet and shake your hands</i> <i>Stamp your feet and shake your hands</i> <i>Stamp your feet and shake your hands</i> <i>Now we've made a pattern</i> Can the children think of different actions to accompany this song and make their own pattern? E.g. tap your knees and wiggle your fingers, nod your head and blink your eyes, stamp your feet and shrug your shoulders etc This song can be extended to instrument sounds e.g working in pairs each child does 4 beats of their instrument child 1 " <u>tap your sticks and</u> " child 2 " <u>shake your be-lls</u> " | Song idea from A&C Black "Bobby Shaftoe" |
| Become aware of patterns in sounds and music Begin to make patterns and sequences of sound | -Learn the song Can you make up a pattern? To the tune of "Oh dear, what can the matter be" <i>Can you make up a pattern?</i> <i>Can you make up a pattern?</i> <i>Can you make up a pattern?</i> <i>To give us some interesting sounds</i> Pick a child to play along : <i>Jonny play us a pattern etc...play us some interesting sounds</i> This may be a pulse, a rhythm pattern or just free playing depending on the child's skills | Song idea from A&C Black "Michael Finnigan, Tap your Chinigin" Selection of classroom instruments |
| Ideas for free play: Put a selection of instruments out and encourage the children to play patterns or tap out the words of known, familiar songs and rhymes. | | |

Lesson 4:**Autumn Term 1 - All About Me****Year Group: EYFS****LO:**

Children to learn some simple songs by heart and be able to sing confidently in a group and on their own
Children to begin to perform actions to a steady beat

Starter Activity

Sing the song **Clap, clap, clap your hands** and join in with the actions. Can the children think of their own actions for the class/ group to perform? Pick out those children who are clearly performing the actions to a pulse. Use them as role models for the children to copy.

Activities:

- Sing **There's a spider on the floor** - <https://youtu.be/7kdT8dKTRQA>
- Sing the song **Can you dance?**
- Sing the song **Tony Chestnut** from Singing Sherlock Book 1

Plenary

Sing **Magic Fingers** (hide your fingers behind your back):

Magic fingers hide away(GGEEGGE)

How many fingers come to play?(GGGEEGGE) Reveal the number of fingers and the children have to sing:

5 (or relevant number)fingers come to play (GEEGGE)

When the children are familiar with this song, a child might be selected to lead the song.

Things to think about:

Constantly emphasise the importance of performing the actions to a pulse. Make sure your own pulse is exceptionally clear and obvious when demonstrating.

| Objectives | Activity | Resources |
|--|--|--|
| Children to learn some simple songs by heart and be able to sing confidently in a group and on their own To begin to sing with expression | Sing There's a spider on the floor - https://youtu.be/7kdT8dKTRQA When singing this song show your dislike of the spider being on you with facial expressions !Encourage the children to have expressive faces whilst singing. | Sing Up youtube video https://youtu.be/7kdT8dKTRQA |
| Children to learn some simple songs by heart and be able to sing confidently in a group and on their own Children to begin to perform actions to a steady beat | Sing the song Can you dance? <i>Can you dance Santa Maloney?</i> <i>Can you dance Santa Maloney?</i> <i>Can you dance Santa Maloney</i> <i>And turn yourself about?</i> Encourage the children to dance to the chorus then put inn some verses: E.g.“Place your hand on your shoulders”, “Tap your head with your fingers” etc. Can the children think of any actions | This song is available in the Music Scheme Book “Inside Music –Early Years (0-5)” There is a recording available on the Sky Music Hub website |
| Children to learn some simple songs by heart and be able to sing confidently in a group and on their own Children to begin to perform actions to a steady beat | Sing the song Tony Chestnut from “Singing Sherlock Book 1” Tony Chestnut knows I love you. (Point to your toes, knees, chest, head, nose, eyes, heart and to a friend.) Tony knows. (Tony knows.) (Point to your toes, knees and nose.) Tony Chestnut knows I love you. (Point to your toes, knees, chest, head, nose, eyes, heart and to a friend.) That's what Tony knows. (Point to your toes, knees and nose.) Ensure that you make the actions clear and in time to the pulse. | Singing Sherlock Book 1 |
| Ideas for free play: Have picture cards of body parts for the children to pick and then encourage them to think of an action that uses a particular body part and use it to sing a familiar action song E.g Can you dance? Clap, clap, clap your hands etc | | |

Lesson 5:**Autumn Term 1 - All About Me****Year Group: EYFS****LO:**

Perform actions to a steady beat

Children to learn some simple songs by heart and be able to sing confidently in a group and on their own

Starter Activity

Play the singing game **I can roll the ball**. The person who is on has a ball and sings “*I can roll the ball (GEGGE). Can you catch it Stanley? (GGEAGE)*”. The child then rolls the ball to the named child. The child who receives the ball then repeats the game. Older children can sing “*I can throw the ball.....*”

Activities:

The activities today are all games that the children can be encouraged to play in the outdoor area as free play.

- Play **Ickle Ockle Blue Bottle**
- Play **Oliver Twist**
- Play **Hokey Cokey**

Plenary

Learn the rhyme and perform the actions

*Bananas, bananas, clap, clap, clap,**Bananas, bananas, tap,tap,tap,**Bananas, bananas, click, click, click,**Bananas, bananas, flick, flick, flick,**Bananas, bananas, stamp, stamp, stamp,**Bananas, bananas, jump, jump, jump.***Things to think about:**

Learning how to play simple clapping games will greatly enhance the children’s ability to keep a pulse, and they are great for developing social skills as well. If the children have not had much experience of clapping games get the children to just clap their hands together and then clap their partner’s hands very familiar songs or nursery rhymes that the children have sung a lot and know well.

| Objectives | Activity | Resources |
|--|---|---|
| Perform actions to a steady beat Children to learn some simple songs by heart and be able to sing confidently in a group and on their own | <p>Play Ickle Ockle Blue Bottle <i>Ickle Ockle, Blue Bottle (GGEE,GEE)</i> <i>Fishes in the sea (GGEAG)</i> <i>If you want a partner (GGEEGE)</i> <i>Just choose me (GEC)</i></p> <p>The children stand in a circle and a child in the middle walks around the circle and chooses a partner. Sing the song a second time and the children in the middle either dance or do a simple clapping pattern to the beat (e.g. clap each other's hands and then their own knees repeatedly). The class could help keep the beat by tapping their knees to the pulse, whilst singing.</p> | <p>This song is available in the Music Scheme Book "Inside Music –Early Years (0-5)"</p> <p>There is a recording available on the Skye Music Hub website</p> |
| Perform actions to a steady beat Children to learn some simple songs by heart and be able to sing confidently in a group and on their own | <p>Teach the song and play the clapping game Oliver Twist <i>Oliver Twist, you can't do this,</i> <i>So what's the use of trying?</i> <i>Touch your knees, touch your toes,</i> <i>Clap your hands and away you go.</i></p> <p>1st two phrases: Do a repetitive movement on the beat. Then, students think of movements.</p> <p>2nd two phrases: Do motions of the lyrics.</p> | <p>This song is available in the Music Scheme Book "Inside Music - First Steps into Music (Age 5 to 7 Years): A Music Education Programme for Class Music Teaching"</p> <p>There is a recording available on the Skye Music Hub website</p> |
| Perform actions to a steady beat Children to learn some simple songs by heart and be able to sing confidently in a group and on their own | <p>Play Hokey Cokey <i>You put your left arm in, your left arm out</i> <i>In, out, in, out, you shake it all about</i> <i>You do the Hokey Cokey and you turn around</i> <i>That's what it's all about.</i> <i>Whoa-o the Hokey Cokey, Whoa-o the Hokey Cokey</i> <i>Whoa-o the Hokey Cokey, Knees bent, arms stretched</i> <i>Rah! Rah! Rah!</i> <i>You put your right arm in....., left leg, right leg etc</i></p> | <p>This is a well known traditional song examples of which can be found easily on youtube.</p> |
| <p>Ideas for free play: Encourage the children to play these action and clapping games in the Outdoor area – they are great fun! When the children are very familiar with them they will start to ask for them or perform them spontaneously.</p> | | |

Lesson 1:**Autumn Term 2 - Light and Dark****Year Group: EYFS****LO:**

For children to focus on and develop their listening skills

Children to learn some simple songs by heart and be able to sing confidently in a group and on their own

Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally

Starter Activity

Tell the children they are going to be listening carefully to music for the night time and for the day time. Play some quiet, relaxing music or a lullaby such as Brahms "Wiegenlied" (lullaby). There is lots of this sort of music available on the internet. Explain that this is a lullaby. Do the children know what a lullaby is? How did it make them feel? Was the music loud or quiet, fast or slow? Now listen to a "busy" daytime piece of music, for example "The theme from Mission Impossible" or "Yakety Sax" Boots Randolph. These make great tidy up tunes! Ask the children how the daytime music is different. Is it slow or fast, loud or quiet etc

Activities:

- Sing baby to sleep **Twinkle, twinkle little star**
- Create some lullaby music
- sing **Sing a song of Sunshine**
- Create some "wake up!" daytime music

Plenary

Sing **Hey hey look at me!** with the children (See Autumn 1 lesson 3) whilst only clapping to the beat 4 times on the last phrase (claps shown by underlining the relevant syllable).

Hey, hey look at me! (GEGGE)

I am clapping can you see?(GGEEGGE)

Vary the actions, e.g. stamping, jumping, hopping and blinking.

1. (younger children) Children to echo your singing and copy the actions

2. A child chooses an action, and then as you sing child joins in actions on second phrase. Then everyone copies.


3. (older child) A child sings song and performs actions as the leader and the rest of the children repeat.

Things to think about:

Are the children able to focus in with their listening? Take note of the different listening skills of the children and bear this in mind when questioning the children or asking them to take part in different musical activities. Do the children pick and play instruments appropriately to the theme (e.g. quietly/ softly for night time music, loudly for daytime music.) When children are using instruments encourage care and respect. Sometimes children will try and bang the drum as loudly as they can or use the beaters unsafely. Show them how to hold the beater correctly in their hand and how to tap the drum without bringing the beater too high up.

| Objectives | Activity | Resources |
|---|---|--|
| To be able to sing clearly in a group and change the tempo and dynamics of a song to suit the mood and purpose of the music | Choose children to hold the baby dolls and tell the children they are going to sing the baby to sleep singing Twinkle, Twinkle Little Star . If not enough dolls for each child the rest can pretend they have a baby in their arms and rock whilst they sing. Discuss with the children how they should sing the song to help the baby sleep. Tell the children this sort of song is called a lullaby. | Baby dolls |
| For children to choose instruments appropriately and change the tempo and dynamics of the sounds they make to suit the mood and purpose of the music | Tell the children they are going to compose/ create a piece of music to help baby go to sleep. Discuss their choices and why they might or might not be a good choice. Get the children to play their instruments quietly and softly to send the baby to sleep. The children could sing Twinkle, Twinkle Little Star whilst playing their music. The music could be recorded for evidence of achievement if wished. | A selection of class instruments Recording device |
| To be able to sing clearly in a group and change the tempo and dynamics of a song to suit the mood and purpose of the music | Tell the children that it is time to wake baby up and that they are going to sing a daytime wake up song. Teach and sing Sing a song of sunshine to the tune of "Sing a song of Sixpence" <i>Sing a song of sunshine</i> <i>Be happy every day</i> <i>Sing a song of sunshine</i> <i>You'll chase the clouds away</i> <i>Be happy every moment</i> <i>No matter what you do</i> <i>Just sing and sing and sing and sing</i> <i>And let the sunshine through!</i> | This song is from the website http://www.preschooleducation.com |
| For children to choose instruments appropriately and change the tempo and dynamics of the sounds they make to suit the mood and purpose of the music | Tell the children they are going to compose/ create a piece of music to help baby wake up. Discuss their choices and why they might or might not be a good choice. Get the children to play their instruments quickly and loudly to make a "busy" sound. The children could sing Twinkle, Twinkle Little Star whilst playing their music. The music could be recorded for evidence of achievement if wished. | A selection of class instruments Recording device |
| Ideas for free play: Put the baby and some class instruments in the sounds corner and encourage the children to wake the baby up or send the baby to sleep | | |



| Lesson 2: | Autumn Term 2 - Light and Dark | Year Group: EYFS |  |
|--|--------------------------------|------------------|---|
| LO: To learn some simple songs and rhymes by heart and be able to sing confidently in a group and on their own. To join in actions to songs, performing the actions to a beat/ pulse. To be able to tap patterns of sounds in words | | | |
| Starter Activity Sing Twinkle twinkle little star in different ways (loudly, quietly, fast, slow). Which way do they think is best? Why? Which instruments would be good to use as an accompaniment to the song (e.g. bells). Get the children to play the instruments appropriately. Tell the children we are going to think about night time and the dark when we can see the stars in space. We're going to look a bit closer, what else can you see? (the moon). Let's take a trip in a rocket! ("Whatever Next" by Jill Murphy is a great story to read alongside these music activities) | | | |
| Activities: - Sing The sun is in the sky to the tune of "The farmers in his den" - Learn Zoom, zoom, zoom rhyme - Sing Charlie has a spaceship that will take us to the moon to the tune of "John Brown's Body" | | | |
| Plenary Sing the sunshine song sung in lesson 1 to the tune of "Sing a song of sixpence" <i>Sing a song of sunshine</i> <i>Be happy every day</i> <i>Sing a song of sunshine</i> <i>You'll chase the clouds away</i> <i>Be happy every moment</i> <i>No matter what you do</i> <i>Just sing and sing and sing and sing</i> <i>And let the sunshine through!</i> | | | |
| Things to think about: Notice which children are singing confidently. Are there any children just listening? This is acceptable for younger children. Sometimes children need to hear a song many times before they will have a go at singing it. Have some songs in your repertoire that are sung every week and are very familiar. Using puppets can also encourage children to sing. Ask the children to help the puppet sing or sing to the puppet. Also keep your own voice quiet so that you are not drowning out the voices of the children. Sometimes this gives some children the space they need to try out their singing voice. | | | |



| Objectives | Activity | Resources |
|---|---|---|
| To learn some simple songs and rhymes by heart and be able to sing confidently in a group and on their own. | <p>Sing The sun is in the sky to the tune of “The farmers in his den”</p> <p><i>The sun is in the sky, the sun is in the sky.</i></p> <p><i>Hot and bright, it gives us light, the sun is in the sky.</i></p> <p><i>The moon is in the sky, the moon is in the sky.</i></p> <p><i>Around and 'round the earth it goes, the moon is in the sky.</i></p> <p><i>The stars are in the sky, the stars are in the sky.</i></p> <p><i>Twinkly bright, they shine at night, the stars are in the sky.</i></p> <p>You could use picture cards for the Sun, the Moon and the stars to remind the children of each section. Once the children are familiar with the song use the cards to give to individual children and the child sings that particular verse of the song on their own.</p> | <p>This song is available in the preschool education website: http://www.preschooleducation.com/sspace.shtml Picture cards -optional</p> |
| To learn some simple songs and rhymes by heart and be able to sing confidently in a group and on their own. | <p>Learn Zoom, zoom, zoom rhyme</p> <p><i>Zoom, zoom, zoom, we're going to the moon</i></p> <p><i>Zoom, zoom, zoom, we'll be there very soon</i></p> <p><i>If you want to take a trip,</i></p> <p><i>Climb aboard my rocket ship</i></p> <p><i>Zoom, zoom, zoom, we're going to the moon</i></p> <p><i>5 4 3 2 1.....BLAST OFF!</i></p> <p>Once the children are familiar with the rhyme, tap out phrases from the rhyme and see if the children can recognise them. Can the children tap out the words of the rhyme?</p> | <p>This rhyme is available in the “Inside Music – Early Years (Age 0-5)” book. There are many well animated song versions of this rhyme on the internet.</p> |
| <p>To learn some simple songs and rhymes by heart and be able to sing confidently in a group and on their own.</p> <p>To move and perform actions to the pulse of the music</p> | <p>Charlie has a spaceship that will take us to the moon to the tune of “John Brown’s Body”</p> <p><i>Charlie has a spaceship that will take us to the moon</i></p> <p><i>Charlie has a spaceship that will take us to the moon</i></p> <p><i>Charlie has a spaceship that will take us to the moon</i></p> <p><i>So we climb in, press the switch, and zoom</i></p> <p><i>We can walk around in moonboots</i></p> <p><i>We can walk around in moonboots</i></p> <p><i>We can walk around in moonboots</i></p> <p><i>We're walking on the moon (emphasise walking to the pulse)</i></p> <p>Can the children think of other verses? (e.g. “We can ride off in our buggy x3, we're riding on the moon”, “We can jump around in craters x3, we're jumping on the moon”)</p> | <p>This and other similar ideas are available in the A&C Black book “Bobby Shaftoe clap your hands”</p> |
| Ideas for free play: If you have a space rocket playstation, encourage the children to sing the songs and rhymes they have learnt when playing in the area. | | |

Lesson 3:**Autumn Term 2 - Light and Dark****Year Group: EYFS****LO:**

To learn some simple songs by heart and be able to sing confidently in a group.
To respond and move appropriately to music, beginning to become aware of the beat or pulse.
To play instruments to music, beginning to become aware of the beat or pulse.

Starter Activity

Read the story of Diwali to the children or show them a video of the story. There is a good version of the story on the cbeebies website, (<http://www.bbc.co.uk/cbeebies/curations/lets-celebrate-stories>) but there are plenty of different ones available.

Activities:

- Sing a Diwali tune, **Little lamps are burning bright**, to the tune of "London Bridge"
- Listen to some Bhangra music and get the children to dance to the beat of the music
- Play some instruments to Bhangra music

Plenary

Record the children dancing and playing instruments using an ipad. Let them watch. Discuss which children are dancing or drumming to the beat well. The recording can then be used as evidence of achievement.

Things to think about:

When children are using instruments encourage care and respect. Sometimes children will try and bang the drum as loudly as they can or use the beaters unsafely. Show them how to hold the beater correctly in their hand and how to tap the drum without bringing the beater too high up. Explain that a big sound can be made on the drum without banging too hard. Ensure the children know how to play the instruments correctly and can pick them up and put them away gently. Sing in a soft voice *"Instruments away, instruments away, Gently put the instruments away"* (GGGGE,GGGGE,GE GE GGGGE)

| Objectives | Activity | Resources |
|---|---|---|
| To learn some simple songs and rhymes by heart and be able to sing confidently in a group and on their own. | Sing a Diwali tune, Little lamps are burning bright , to the tune of "London Bridge" <i>Little lamps are burning bright, Burning bright, burning bright. Little lamps are burning bright. It's Diwali. See them lighting up the night, Up the night, up the night. See them lighting up the night. It's Diwali.</i> | This song is available, with other ideas for Diwali with Early Years, on the website http://www.preschoolexpress.com |
| Keep a steady pulse with some accuracy, e.g. through dancing, tapping, clapping, dancing(develop 'internalising' skills). | Listen to some Bhangra music and get the children to dance to the beat of the music. There is lots of Bhangra music available online. The children could dress up in saris and Indian scarves and watch examples of Bhangra and "Bollywood" dancing. | There are some Bhangra dance moves for children on the BBC radio show: http://www.bbc.co.uk/programmes/b03g6ttl |
| Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with musical instruments. | Play some instruments to Bhangra music. Encourage the children to play along to the pulse or beat. Can the children make any musical patterns with their instruments? | A selection of instruments including drums, bells, tambourines, Indian bells, triangles etc |
| Ideas for free play: Leave a selection of instruments and dressing up equipment on the music activity table for children to access and use during continuous provision. Play Bhangra music during continuous provision for the children to listen, play and move to. | | |

Lesson 4:**Autumn Term 2 - Light and Dark****Year Group: EYFS****LO:**

To learn some simple songs and rhymes by heart and be able to sing confidently in a group and on their own.
To move rhythmically and perform actions to songs.

Starter Activity

Read the story of Christmas to the children or show them a video of the story. There is a good version of the story on the CBeebies website, (<http://www.bbc.co.uk/cbeebies/curations/lets-celebrate-stories>) but there are plenty of different ones available.

Activities:

- Sing **Mary had a Baby**
- Sing **Thank you God for Baby Jesus** to the tune of “What shall we do with the drunken sailor”
- Sing **Let’s All Do a Little Clapping** to the tune of “We wish you a Merry Christmas”

Plenary

Talk about the star that the three wise men followed and sing **Twinkle, twinkle, little star**. Use bells and triangles to accompany the song.

Things to think about:

When singing **Let’s All Do a Little Clapping**, make sure all actions emphasise the pulse/ beat of the song. Praise or reward children who are moving to the pulse, and get them to demonstrate for the rest of the children to copy.

| Objectives | Activity | Resources | | | | | | | | |
|--|--|--|---|-------------------------------|-------------------------------------|-------------------------------|-------------------------------------|--------------------------|--------------------------|--|
| To learn some simple songs and rhymes by heart and be able to sing confidently in a group and on their own. | <p>Sing the carol, Mary had a Baby <i>Mary had a baby, O Lord, Mary had a baby, O my Lord, Mary had a baby, O Lord, The people keep a-comin’ and the train done gone.</i></p> <p><i>Laid him in a manger, O Lord..... Shepherds came to see Him, O Lord..... Named Him King Jesus, O Lord..... Can confident children sing a solo verse?</i></p> | This song is available on the Sing Up website www.singup.org | | | | | | | | |
| To learn some simple songs and rhymes by heart and be able to sing confidently in a group. To move rhythmically and perform actions to songs. | <p>Sing Thank you God for Baby Jesus to the tune of “What shall we do with the drunken sailor”</p> <table><tr><td><i>Baby Jesus in a Manger</i></td><td><i>Chorus: Thank you God for Baby Jesus</i></td></tr><tr><td><i>Baby Jesus in a Manger</i></td><td><i>Thank you God for Baby Jesus</i></td></tr><tr><td><i>Baby Jesus in a Manger</i></td><td><i>Thank you God for Baby Jesus</i></td></tr><tr><td><i>Born in Bethlehem</i></td><td><i>Born in Bethlehem</i></td></tr></table> <p><i>Mary and Joseph kneel beside him.....Down in Bethlehem Angels tell the shepherds about him.....Outside Bethlehem Wise men ride their camels to see him....Far from Bethlehem</i></p> <p>Get the children to think of actions to go with the different verses, and perform them to the pulse. The children could also play instruments to the pulse whilst singing.</p> | <i>Baby Jesus in a Manger</i> | <i>Chorus: Thank you God for Baby Jesus</i> | <i>Baby Jesus in a Manger</i> | <i>Thank you God for Baby Jesus</i> | <i>Baby Jesus in a Manger</i> | <i>Thank you God for Baby Jesus</i> | <i>Born in Bethlehem</i> | <i>Born in Bethlehem</i> | Selection of class instruments if needed |
| <i>Baby Jesus in a Manger</i> | <i>Chorus: Thank you God for Baby Jesus</i> | | | | | | | | | |
| <i>Baby Jesus in a Manger</i> | <i>Thank you God for Baby Jesus</i> | | | | | | | | | |
| <i>Baby Jesus in a Manger</i> | <i>Thank you God for Baby Jesus</i> | | | | | | | | | |
| <i>Born in Bethlehem</i> | <i>Born in Bethlehem</i> | | | | | | | | | |
| To learn some simple songs and rhymes by heart and be able to sing confidently in a group. To move rhythmically and perform actions to songs. | <p>Sing Let’s All Do a Little Clapping to the tune of “We wish you a Merry Christmas”</p> <p>Let’s all do a little clapping (x3) And spread Christmas cheer Let’s all do a little stretching... Let’s all do a little bending... Let’s all do a little jumping... Let’s all do a little twirling...</p> | | | | | | | | | |
| <p>Ideas for free play: Put a Nativity scene in the small world area and encourage the children to sing the story whilst playing.</p> | | | | | | | | | | |

Lesson 5:**Autumn Term 2 - Light and Dark****Year Group: EYFS****LO:**

To learn some simple songs and rhymes by heart and be able to sing confidently in a group and on their own.
To explore changes in sounds and be able to create different sounds using different class instruments.

Starter Activity

Sing **Let's All Do a Little Clapping** to the tune of "We wish you a Merry Christmas" (lesson 4)

Let's all do a little clapping (x3)

And spread Christmas cheer

Let's all do a little stretching...

Let's all do a little bending...

Let's all do a little jumping...

Let's all do a little twirling...

Activities:

- Sing **Father Christmas** to the tune of "Frere Jacques"

- Sing **Shake Your Jingle Bells** to the tune of "Wind the Bobbin up"

- Sing counting song **Five little elves** to the tune of "Five Little Monkeys Jumping On The Bed"

Plenary

Sing **Mary had a Baby** and **Thank you God for Baby Jesus** (lesson 4)

Things to think about:

The jingle bells are a great instrument to explore at this time of the year, but the song **Shake Your Jingle Bells** could be used to help the children explore lots of different instruments at any time of the year. When singing songs the pulse can be emphasised whilst singing e.g. by tapping knees.

| Objectives | Activity | Resources |
|--|--|---|
| To learn some simple songs and rhymes by heart and be able to sing confidently in a group Explore instruments to add sound effects | Sing Father Christmas Flying High to the tune of "Frere Jacques" <i>Father Christmas, Father Christmas</i> <i>Flying high, flying high</i> <i>I can hear the sleigh bells, I can hear the sleigh bells</i> <i>In the sky, in the sky</i> <i>Here comes Rudolph, here comes Rudolph</i> <i>Shining bright, shining bright,</i> <i>Flying through the night, flying through the night</i> <i>Clippity clop clippity clop,</i> <i>Father Christmas, Father Christmas</i> <i>He got stuck, he got stuck</i> <i>Coming down the chimney, coming down the chimney</i> <i>What bad luck, what bad luck!</i> Add appropriate instrumental sound effects to the song. Play some of the rhythms from the words of the song e.g. "clippity clop, clippity clop" or "coming down the chimney". Can the children identify the phrase? Do all the phrases have different patterns? (no, some are the same) | Jingle Bells, wood blocks etc |
| To explore changes in sounds and be able to create different sounds using different class instruments. To become aware of loud and quiet sounds | Sing Shake Your Jingle Bells to the tune of "Wind the Bobbin up" <i>Shake your jingle bells, shake your jingle bells</i> <i>Shake, shake and shake some more</i> (X2) <i>Shake them to the ceiling, shake them to the floor</i> <i>Shake them to the window, shake them to the door</i> <i>Shake them loudly 1,2,3!</i> <i>Then we shake them quietly.</i> | Jingle bells |
| To learn some simple songs and rhymes by heart and be able to sing confidently in a group | Sing Five Little Elves to the tune of "Five Little Monkeys Jumping On The Bed" <i>Five little elves jumping on the sleigh,</i> <i>One jumped off and ran away</i> <i>Rudolph called Santa and Santa said</i> <i>"No more elves jumping on the sleigh."</i> <i>Four little monkeys....., Three little monkeys.....etc</i> | There is a video of "Five Little Monkeys" on the BBC website http://www.bbc.co.uk/learning/schoolradio/subjects/mathematics/countingsongs/A-F/five_little_monkeys as well as lots of others on youtube |
| Ideas for free play: Have 5 elf costumes, a Father Christmas outfit and some reindeer antlers for the children to sing and act out the songs. Have jingle bells and wood blocks available. | | |

Lesson 1:**Spring Term 1 - Sounds All Around****Year Group: EYFS****LO:**

For children to focus on sounds and develop their listening skills
 For children to explore sounds and how to change them

Starter Activity

Take the children on a sound walk around the school both inside and outside. What sounds can the children hear? Encourage the children to identify the sounds and talk about them. Can the children copy the sounds using their voices?

Activities:

- Listening and singing game: **Who has the.....?**
- Play the matching instrument listening game
- Sing and Play **Make your sound like mine** with body percussion to the tune of "Do you know the Muffin Man?"

Plenary

Sing the song **Where is ____?** to the tune of 'Frere Jacques' Encourage the children to sing out clearly and confidently when it is their turn. If any children use their talking voice, encourage them to copy your singing voice once. Most children will then use their singing voice, but if they don't just accept their talking voice. Some children may take time to gain the confidence, but will eventually gain the confidence and ability to use their singing voice.

Things to think about:

Are the children able to focus in with their listening? Take note of the different listening skills of the children and bear this in mind when questioning the children or asking them to take part in different musical activities.

| Objectives | Activity | Resources |
|---|--|--|
| To focus listening To be able to sing confidently and clearly on their own | Listening and singing game: Who has the.....? Each child holds an object e.g. a farm animal and the teacher (or leader if some older children able to) sings: <i>Who has the cow? (GEAG)</i> The child or children holding a cow give the answer: <i>I have the cow. (GEAG)</i> Swap the objects around to keep them listening and focused! This game can be used to help teach the children instrument names or any thematic vocabulary e.g. shapes , colours etc | Objects for the children to hold. This can be theme related e.g. toy animals or instruments |
| To develop sound discrimination skills | Set up a screen in between the two sets of instruments/ sounds. Sing the following words to the tune of "Ten Green Bottles": <i>Can you guess the sound in our listening game?</i> <i>Can you guess the sound in our listening game?</i> <i>Just listen very carefully to every sound that's made</i> <i>And try to guess the sound in our listening game</i> Play one of the instruments/ sounds behind the screen and ask the children to identify which of the instruments in the set is making the sound. The child who guesses can play the instrument to check. As the children get better at the game put similar sounding instruments/ objects in the set, to develop their discrimination skills | A screen Two identical sets of instruments or sound making materials with a variety of different sounds |
| To explore changes in sounds and be able to create different sounds e.g quiet/ loud, long/ short etc | Sing and Play Make Your Sound Like Mine with body percussion to the tune of "Do you know the Muffin Man?" <i>Make your sound as quiet as mine, as quiet as mine, as quiet as mine.</i> <i>Make your sound as quiet as mine, and do it after me</i> The teacher then makes a quiet sound using body percussion. Repeat with loud/ long/ short/ fast/ slow. This song can be used with instruments as well. | |
| To focus children's listening skills and develop sound discrimination skills | Doggy Doggy – children love this game and will play over and over again! All: <i>Doggy, doggy, Where's your bone?</i> Child 1: <i>Someone stole it from my home</i> All: <i>Who stole your bone?</i> Child 2: <i>I stole your bone.</i> Child 1 has a dog puppet and sings this line on their own. Child 2 has a bone toy and sings this line on their own. (whilst child 1 has eyes covered) Child 1 tries to guess who stole the bone. Talk about how the dog feels and experiment with voices. | A dog puppet and bone toy can enhance the game but is not essential |
| Ideas for free play: In music corner collect recycled materials that make different sounds for the children to explore e.g. pots, pans, spoons, sweet tins, shakers made in the creative area with different "shaking" materials, corrugated card or plastic etc. Discuss the different sounds that they can make. Set up a screen in a "listening area" so the children can play the sound matching game with each other. | | |

Lesson 2:**Spring Term 1 - Sounds All Around****Year Group: EYFS****LO:**

Explore and learn how sounds can be changed
 For children to add sound effects to a sound story
 Explore the different sounds of instruments

Starter Activity

Tell the children they are going to go on a voice walk. Use body percussion to represent footsteps. – are they different on the grass (quieter) or on the path (louder). Use vocal effects to open gates etc. Tell the children that they are at the bottom of a hill and they are going to walk up and down the hill. Use sliding voices to go up in pitch (up the hill) and down in pitch (down the hill). The children could walk over a mountain range and climb up and down several mountains. Use your finger to show the voices going up and down in the shape of a hill.

Activities:

- Play **Pass the secret round, don't make a sound**
- Create vocal and body percussion sound effects to the story "We're going on a bear hunt"
- Add instrumental sound effects to the story

Plenary

Record "we're going on a bear hunt" with sound effects using the Ipad and as a class watch and listen to the recording.

Things to think about:

Can the children think of different sounds to make with their voices and bodies to represent the different places they explore in the story? Can the children choose instruments to represent sounds effectively? Some children may just pick a random instrument or the instrument that they want to play the most! Talk with the children about why an instrument or sound may be good for a particular effect. E.g do you think the sound is quiet or loud? Which instruments would be good for making a quiet sound?

| Objectives | Activity | Resources |
|---|---|--|
| To explore different instruments, ensuring they know how to play them well and the different sounds they can make | <p>Play Pass the secret round, don't make a sound</p> <p><i>Pass the secret round, Don't make a sound</i> (several times)</p> <p><i>Stop where you are,</i></p> <p><i>Show us the secret sound</i></p> <ul style="list-style-type: none"> • Silently pass a percussion instrument round the circle. When you sing 'show us the secret sound', that child can play the sound. Discuss with the children how the sound was made, what it sounded like (the timbre), the name of the instrument and, when starting this game, any other ways it could be played – to give the children ideas for the next turn. Use different instruments on a rotation. | A variety of different classroom percussion instruments |
| To explore vocal effects and body percussion Experiment with and change sounds to effectively represent a story | <p>Create vocal and body percussion sound effects to the story "We're going on a bear hunt"</p> <p>Read the story to the children using the words and actions. Go through each part of the journey and ask the children if there are any additional or different vocal sounds or body sounds that they could add in. Read the story again reading the word rhythms and then creating a sound picture for each part of the story. The children could use scarves and add movement to the story.</p> | The popular children's storybook "We're Going On A Bear Hunt" scarves |
| To explore instrumental sounds and effects Experiment with and change sounds to effectively represent a story | <p>Add instrumental sound effects to the story. Have a selection of instruments that the children can choose from. Can the children choose instruments to represent sounds effectively? Some children may just pick a random instrument or the instrument that they want to play the most! Talk with the children about why an instrument or sound may be good for a particular effect. E.g do you think the sound is quiet or loud? Which instruments would be good for making a quiet sound? Decide how you are going to add different sounds to the story and then perform. Record the performance and then play to the children.</p> | <p>A variety of different classroom percussion instruments</p> <p>The popular children's storybook "We're Going On A Bear Hunt"</p> <p>Ipad or other class recording equipment</p> |
| <p>Ideas for free play: Once the children are familiar with the story and have had lots of experience making sounds to accompany the story, leave the resources available in the music corner for the children to act out and perform.</p> | | |

Lesson 3:**Spring Term 1 - Sounds All Around****Year Group: EYFS****LO:**

To become familiar with a variety of percussion instruments and know how to play them
Explore the different sounds of instruments

Starter Activity

Play **Pass the secret round, don't make a sound** – use a range of instruments that make a variety of sounds and can be played in different ways (see lesson 2)

Activities:

- Play the game **One favourite instrument is here for you to play** (to the tune of “John Brown’s Body”)
- Learn the instrument song **Shake and shake**
- Sing **Who’s that** from Singing Sherlock

Plenary

Play the **Listening Bag** game. Put one of the instruments in a feely bag and say the rhyme:

Listening Bag, what’s inside?

Something special, trying to hide

Put your hand in, see what you have found

A x, let’s hear the sound

Pick a child to feel in the bag and take an instrument out. Let the child play the instrument. Discuss with the children the instrument’s name and how the child has played it. This is a good opportunity to discuss the correct technique for playing an instrument and how to handle it with care.

Things to think about:

When children are using instruments encourage care and respect. Ensure the children know how to play the instruments correctly and can pick them up and put them away gently. Sing in a soft voice “*Instruments away, instruments away, Gently put the instruments away*” (GGGGE, GGGGE, GEGE GGGGE)

| Objectives | Activity | Resources |
|--|--|---|
| <p>To explore a range of percussion instruments and make choices about the sounds they make</p> <p>To become familiar with a range of percussion instruments and know how to play them correctly and with respect</p> | <p>Play the game One favourite instrument is here for you to play (to the tune of “John Brown’s Body”)</p> <p><i>One favourite instrument is here for us to play,</i> <i>One favourite instrument is here for us to play,</i> <i>One favourite instrument is here for us to play,</i> <i>So which sound will you play?</i> <i>Tap, tap, tap I’m going to tap it,</i> <i>Tap, tap, tap I’m going to tap it,</i> <i>Tap, tap, tap I’m going to tap it.</i> <i>Now pass it on to someone else, and off we go again.</i></p> <p>Sit in a circle, one child in the middle. The child states how they are going to play the instrument in the middle,(tapping, shaking or scraping), and then plays and sings the second half of the song. Get the class to join in with the singing if the child finds it difficult to do both. An alternative is to have all children with an instrument. (<i>All our favourite instruments are here for us to play....Tap, tap,tap.....shake, shake, shake</i> <i>.scrape,scrape,scrape....</i>) The children then play at the appropriate time depending on their instrument. Then they pass the instruments to the left and start again.</p> | <p>A range of classroom instruments that make different sounds and can be played in a variety of ways</p> |
| <p>Join in class singing and actions with increasing confidence and control</p> <p>To explore a range of percussion instruments and make choices about the sounds they make</p> <p>To become familiar with a range of percussion instruments and know how to play them correctly and with respect.</p> | <p>Children have an instrument each, all the same(e.g. egg shakers) or, a variety of available instruments, and the children just play those instruments that apply to the method stated in the song. This can be done as a rhyme or can be seen on the video http://www.tinyurl.com/musicwithpolly</p> <p><i>Shake and shake and shake and stop x3</i> <i>Now let’s shake some more</i> <i>Shake really high Shake really low</i> <i>Shake really slowly Shake really fast</i> <i>And now let’s shake some more</i></p> <p>Sing this and shake your hands first, with the children copying</p> <ul style="list-style-type: none"> • Then sing it playing shakers. • Then sing it with any other kinds of instruments (e.g. ‘Ring’ with bells or ‘Bang’ with drums) | <p>A range of classroom instruments that make different sounds and can be played in a variety of ways</p> |
| <p>As above</p> | <p>Teach and sing the song Who’s That from Singing Sherlock Book 1</p> <p>This could be adapted to use with instruments. Instead of ‘<i>clap, clap, clapping his hands,</i>’ replace with ‘<i>tap, tap, tapping his tambour,</i>’ or, ‘<i>shake, shake, shaking his eggs</i>’</p> | <p>Singing Sherlock Book 1 Tracks 4 and 5</p> |

Lesson 4:**Spring Term 1 - Sounds All Around****Year Group: EYFS****LO:**

To become familiar with a variety of percussion instruments and know how to play them with control
Explore the different sounds of instruments and know how to change them (Dynamics: loud, quiet Tempo: fast, slow)

Starter Activity

Play **Listening Bag** game with some of the instruments being used this week. (lesson3)

Activities:

Give out the instruments so that each child has an instrument. One way to do this is to lay a selection of instruments in the circle (enough for each child to have one). Then sing a question e.g. "who has green eyes?" (GEGE) and those that do choose an instrument and reply "I have green eyes." (GEGE) whilst tapping their chosen instrument, or "whose name begins with __?", "My name begins with __?" and so on. When the children have replied they can choose an instrument to put in front of them. Ensure that the children keep the instrument in front of them until it is time to play. If you get into a firm routine to hand out instruments from the start it will ensure that the children are focused and controlled with the instruments from the very beginning.

- Sing and play **All the different instruments are here for us to play** to the tune of "John Brown's body"
- Sing and play **Play your sound as quiet / loud/ fast/ as mine** to the tune of "Do you know the muffin man?"
- Play **traffic light conducting**

Plenary

Play **Shake and Shake**. Change the method each time and the children who have instruments that can be shaken (tapped, scraped), play accordingly.

Things to think about:

Encourage the children to control their instruments in the appropriate way. Question individual children to assess their understanding of fast/ slow/quiet/loud.
E.g. Tamsin can you play your egg shaker quietly?

| Objectives | Activity | Resources |
|---|--|---|
| <p>To explore a range of percussion instruments and make choices about the sounds they make</p> <p>To become familiar with a range of percussion instruments and know how to play them correctly and with respect</p> | <p>Sing All the different instruments are here for us to play to the tune of “John Brown’s body”</p> <p><i>All the different instruments are here for us to play,</i> <i>All the different instruments are here for us to play,</i> <i>All the different instruments are here for us to play,</i> <i>So which sound will we play?</i> <i>Tap, tap, tap I’m going to tap it,</i> <i>Tap, tap, tap I’m going to tap it,</i> <i>Tap, tap, tap I’m going to tap it.</i> <i>Now pass it on to someone else, and off we go again.</i></p> <p>The children then play at the appropriate time depending on their instrument. Then they pass the instruments to the left and start again.</p> | <p>A range of classroom instruments that make different sounds and can be played in a variety of ways</p> |
| <p>To explore a range of percussion instruments and make choices about the sounds they make.</p> <p>Control sounds and change them with an understanding of dynamics (loud and quiet) and tempo (fast and slow)</p> | <p>Sing and play Play your sound as quiet / loud/ fast/ as mine to the tune of “Do you know the muffin man?”</p> <p><i>Play your sound as quiet as mine</i> <i>As quiet as mine, as quiet as mine</i> <i>Play your sound as quiet as mine,</i> <i>And do it after me!</i></p> <p>Play patterns of sounds quietly, loudly, fast and slow. Talk to the children about which instruments are the best for loud and quiet sounds. Once the children are familiar with this singing game get the children to lead.</p> | <p>A range of classroom instruments that make different sounds and can be played in a variety of ways</p> |
| <p>To play instruments with control</p> <p>To start to develop their ability to lead others in music making.</p> | <p>Play traffic light conducting</p> <p>Get the children to play “stop and go” with red and green. Once you have demonstrated let the children have a turn. This is a great activity for developing the children’s confidence. Once they are familiar with this activity use a puppet or cards with appropriate pictures on to signal quiet/ loud/ slow or fast playing (e.g. speeding car/ snail for fast/slow)</p> | <p>A double sided piece of circular card. One side red and one side green. Or a card symbolising a traffic light with colours red (stop), amber (get ready) and green (go!) with a beater or ‘pointer’ to show the children which colour to follow.</p> |
| <p>Ideas for free play: Put the traffic lights and/or cards in the music corner with instruments, for the children to have a go at conducting each other.</p> <p>*</p> | | |

Lesson 5:**Spring Term 1 - Sounds All Around****Year Group: EYFS****LO:**

To understand that sounds can be long and short.
To begin to make patterns with sound

Starter Activity

Play **Listen Listen here I come**. Demonstrate the song and walk to the pulse whilst tapping the pulse on the tambour. Remind the children that you are tapping the pulse on the tambour. Ask the children to watch your feet and tell you what they notice. Are your feet doing anything musical? Are they moving to the pulse. Encourage the children to try and do the same. Remember to play with any children that are struggling with the pulse. Reward those that can tap and walk the pulse simultaneously.

Activities:

- Play **Pass the secret round, don't make a sound**. Choose instruments that make long and short sounds. Make patterns with long and short sounds
- Learn **1 2 3 4 Mary's at the kitchen door**
- Activities with **Jelly on a Plate**

Plenary

Play **Stamp your feet and shake your hands** to the tune of "Bobby Shaftoe" Remind the children that we are making sound patterns. Ask the children to think of their own sound patterns. This can also be done with instrument sounds. E.g "tap your sticks and shake your bells"

Things to think about:

Can the children feel the pulse of the rhymes they've learnt this week?
Can the children tap the pattern of the words to **1 2 3 4** and **Jelly on a Plate**? **Jelly on a Plate** is harder to tap , **1 2 3 4** is easier to tap.

| Objectives | Activity | Resources |
|--|---|--|
| To explore different instruments, ensuring they know how to play them well and the different sounds they can make | <p>Play Pass the secret round, don't make a sound. Choose instruments that make long and short sounds. Make patterns with long and short sounds. This can be done as a rhyme or can be seen on the video http://www.tinyurl.com/musicwithpolly</p> <p><i>Pass the secret round, Don't make a sound (several times)</i></p> <p><i>Stop where you are,</i></p> <p><i>Show us the secret sound</i></p> <ul style="list-style-type: none"> • Silently pass a percussion instrument round the circle. When you sing 'show us the secret sound', that child can play the sound. Ask the children if it was a short or long sound. | A selection of instruments that make either long or short sounds e.g. a cymbal (long) or a woodblock (short) |
| <p>To begin to be aware of patterns in music</p> <p>To copy and play simple musical patterns</p> | <p>Learn the chant 1 2 3 4 Mary's at the kitchen door</p> <p><i>1 2 3 4 Mary's at the kitchen door</i></p> <p><i>1 2 3 4 now she's fallen on the floor!</i></p> <p>When the children know the rhyme get them to "feel" the pulse by tapping their knees or their heart area (to remind them that the pulse is the heartbeat of the music.) Next, get the children to tap the pattern of the words. Can the children hear the longer and shorter sounds in the pattern of the words? (the counting parts of the rhyme are all longer sounds compared to the mixture of the longer and shorter sounds after the counting)</p> | This rhyme can be done by tapping fingers on the palm of the other hand or by tapping instruments or claves. |
| <p>To begin to be aware of patterns in music</p> <p>To copy and play simple musical patterns</p> | <p>Jelly on a Plate</p> <p><i>Jelly on a plate, jelly on a plate</i></p> <p><i>Wibble wobble, wibble wobble</i></p> <p><i>Jelly on a plate</i></p> <p>When the children know the rhyme and have moved to the "wibble wobble wibble wobble" phrase, get them to "feel" the pulse by tapping their knees or their heart area (to remind them that the pulse is the heartbeat of the music.) Next, get the children to tap the pattern of the words.</p> <p>Play the "wibble wobble wibble wobble" phrase or the "Jelly on a plate" and ask the children which phrase it is. Can they recognise it correctly?</p> | This rhyme can be done by tapping fingers on the palm of the other hand or by tapping instruments or claves. |
| <p>Ideas for free play:</p> <p>Put some claves in the music corner alongside cards with pictorial representations of known rhymes. Encourage the children to tap out the patterns in the rhymes</p> | | |

Lesson 1:**Spring Term 2 - Traditional Tales****Year Group: EYFS****LO:**

To explore changes in high and low sounds
To match actions to music

Starter Activity

Rhyme: Jack is climbing up the ladder. See activity over the page.

Activities:

- Sing song 'Who's that in the middle of the circle' - Singing Sherlock 1 tracks 4 and 5.
- Sing song 'I can wear my trainers, I can wear my big boots' learn song – this will be extending next lesson to an instrumental activity using instruments to make sounds for - Jack's footsteps, Giants' footsteps
- Red riding Hood Rap SS1

Plenary

Creating silence – children on carpet sitting facing the front of class. Start with actions using hands above heads, slowly and gently wriggling fingers and bringing one hand then the other down slowly until resting on knees. Now Teacher uses silk scarf held up high and gently and softly lowers the scarf, dropping to the floor. Now select a small group of children to come to the front and each hold a silk scarf in their hands above their heads. Slowly they drop the scarves to the floor to mark the silence. Repeat with each child dropping the scarf one at a time.

Things to think about:

Creating silence helps children to focus on listening and silence is important in music as is sound.
Can the children focus on the silence around them during this activity, are they able to be 'still' to reflect this in their movements.

Some excellent stories with the Ten Pieces classical music as the theme are available on the CBeebies website
<http://www.bbc.co.uk/cbeebies/curations/radio-ten-pieces-story-time>

| Objectives | Activity | Resources |
|--|---|--|
| To explore changes in high and low sounds | <p>Rhyme: Jack is climbing up the ladder Sing rhyme using rising hands going up arm as Jack climbs up the ladder:</p> <p>Jack is climbing up the ladder (CC DD EE FF)</p> <p>So that he can mend the roof (GG AA BB C')</p> <p>Oh no! (Spoken voice)</p> <p>He's forgotten the spanner. (Make vocal sound and action of twisting spanner)</p> <p>Jack is climbing down the ladder (C'C' BB AA GG)</p> <p>So that he can get the spanner. (FF EE DD CC)</p> <p>Repeat three times with Jack climbing up and down forgetting his hammer, screwdriver and finally, his dinner!</p> | <p>This song is available as an MP3 resource on the SKY Hub website.</p> <p>You could use a glockenspiel or chime bars to play the tune of this rhyme.</p> |
| <p>To join in and sing simple songs</p> <p>Explore different ways of making sounds</p> | <p>'Who's that in the middle of the circle' Singing Sherlock Book 1</p> <p>This is a simple question and answer song however, it would be helpful for the Teacher to listen to the song on track 4 prior to the lesson to become familiar with the structure it. Children sit in circle. One child in the centre doing an action sound eg. tapping knees, clapping hands or stamping feet.</p> <p>Using the backing track (5), the class sing question and answer phrases, singing child's name and their action sound in the song.</p> <p>This activity can be extended with children using instruments and saying 'scrapping', 'tapping', words to match how the sound is being made.</p> | <p>'Who's that in the middle of the circle'</p> <p>Singing Sherlock Book 1- tracks 4 and 5</p> |
| To join in singing a rhyme and moving in different ways to the steady beat | <p>Sing song 'I can wear my trainers, I can wear my big boots'</p> <p>'I can wear my trainers, my trainers, my trainers. (FFFGAF FGEEAF)</p> <p>I can wear my trainers, and walk in the sky'. (FFFGAF FGEEF)</p> <p>Children take steps in time with the steady beat. Change song words to 'big boots'. Pretend to put on giant's big boots and now march round with giant footsteps to the beat. Now put on 'slippers' like Jack's mother and walk quietly to the beat. Finally, creeping on tip toes – 'I can stand on tip toes, tip toes, tip toes. I can stand on tip toes and walk in the sky'.</p> | <p>This song is available as an MP3 resource on the SKY Hub website.</p> |
| Listen to how sounds change and are used in a sound story | <p>Listen to story of Red Riding Hood in the style of a rap. Children join in with the chorus: She's the coolest in the wood! What's she called Red Riding Hood!</p> | <p>Red Riding Hood Rap Singing Sherlock 1 track 13</p> |
| <p>Ideas for free play: In music corner can have puppet resources available - children move puppet up and down and sing Jack rhyme.</p> | | |

Lesson 2:**Spring Term 2 - Traditional Tales****Year Group: EYFS****LO:**

To explore musical instrument sounds

To learn some simple songs by heart and be able to sing confidently in a group.

Starter Activity

Play song Nursery Rhyme Picture Book SS1 track 37. Enjoy listening to this lively song. Teacher adds actions to the words such as opening a book , looking in each direction, counting one, two, three on fingers, children move to the music following actions. This song has lots of words and builds up. Try just the chorus part 'Open the page, and take a look....' in this lesson, and perhaps learn some verses over following lessons.

Activities:

- Sing song 'I can wear my trainers, I can wear my big boots'. This song is available as an MP3 resource on the SKY Hub website.
- Song and instrumental game - Sophie is walking round the ring. This song is available as an MP3 resource on the SKY Hub website.
- Red riding Hood Rap SS1 – extend song to listening, moving and singing three verses.

Plenary

Revisit rhyme: 'Jack is climbing up the Ladder', the starter activity from last lesson. This song is available as an MP3 resource on the SKY Hub website.

Jack is climbing up the ladder (CC DD EE FF)

so that he can mend the roof (GG AA BB C')

Oh no! (Spoken voice)

He's forgotten the spanner. (Make vocal sound and action of twisting spanner)

Jack is climbing down the ladder (C'C' BB AA GG)

So that he can get the spanner. (FF EE DD CC)

You could also use a glockenspiel or chime bars to play the tune.

Things to think about:

Can children change the way they use their voices in different ways, singing and speaking, in the chorus of the Red Riding Hood Rap?

| Objectives | Activity | Resources |
|---|---|---|
| To join in singing a rhyme and moving in different ways to the steady beat | <p>Children sit in a circle. Sing song 'I can wear my trainers..., I can wear my big boots...'</p> <p><i>'I can wear my trainers, my trainers, my trainers.'</i> (FFFGAF FGEEAF)</p> <p><i>I can wear my trainers, and walk in the sky'.</i> (FFFGAF FGEEF—)</p> <p>Children take steps in time with the steady beat.</p> <p>Change song words each verse eg. 'big boots, slippers, tip toes'. Now put on 'Big boots' and the 'slippers' like Jacks mother and walk quietly on the beat.</p> <p>Finally creeping on tip toes – 'I can stand on tip toes, tip toes, tip toes. I can stand on tip toes and walk in the sky'. Now select children to choose a sound from the selection of instruments in the middle of the circle and play with the song.</p> | <p>This song is available as an MP3 resource on the SKY Hub website.</p> <p>In the middle of the circle put a selection of instruments and found sounds eg. plastic beakers and spoons to make different footstep sounds</p> |
| Explore different sounds using instruments. | <p>Class sit in a circle split into three groups. Distribute selection of instruments such as egg shakers, claves, woodblocks that can be scraped, into three groups – shaking sounds, tapping sounds, scraping sounds. Put three of these instruments in the centre of the circle. <i>Sing song to the tune of 'Here we go Round the Mulberry Bush'</i>, while selected child walks round circle –</p> <p><i>'Sophie is walking round the ring, round the ring, round the ring.'</i></p> <p><i>Sophie is walking round the ring what will we play?'</i></p> <p>Sophie stops and chooses an instrument from the centre of the circle. The group with that instrument stands up and plays with the song, Sophie walks to the beat as class sings the next part of the song:</p> <p><i>'Sophie can play and so can we, so can we, so can we.'</i></p> <p><i>Sophie can play and so can we. Time to choose a new leader.'</i></p> <p>Now Sophie stops and the child she is standing by is the new leader.</p> <p>Repeat the song, the leader chooses a different instrument from the centre until all the instruments have been selected.</p> | <p>This game can also be played with body percussion children sit in circle split into three groups: clapping, tapping knees, clicking tongues.</p> <p>Easier version for younger children/nursery – two groups: stamping feet, creeping feet on tip toes.</p> <p>This song is available as an MP3 resource on the SKY Hub website.</p> |
| Listen to how sounds change and are used in a sound story | Red riding Hood Rap SS1 – extend song to listening, moving and singing three verses. | Red Riding Hood Rap Singing Sherlock 1 track 13 |
| <p>Ideas for free play:</p> <p>Put picture cards of different types of shoes: slippers, work boots, in the music corner for children to make sounds to represent each.</p> | | |

Lesson 3:**Spring Term 2 - Traditional Tales****Year Group: EYFS****LO:**

Explore the different sounds of instruments.
Begin to move with a sense of rhythm

Starter Activity

I can hear with my little ear....

Children sit in circle. Send a sound word chain round the circle related to our theme ie. 'Jack saw the giant', 'Jack climbed down the beanstalk'.

Activities:

- 'I can song'. This song is available as an MP3 resource on the SKY Hub website.
- Sing together the song 'Gingerbread Man he Dances'. This song is available as an MP3 resource on the SKY Hub website.
- Climbing Sherlock track 21 from Singing Sherlock 1

Plenary

Sound tray game-

Place a selection of 'found' sound makers on a tray eg. keys, spoons, tearing paper. Children sit on carpet in front of teacher.

Ask the children to close their eyes and listen to the sound you are going to make. Hide the tray and make a sound.

Can the children identify what it is that is making the sound?

Things to think about:

Can children join in with the Gingerbread Man song recalling the sequence of actions and movements?

Children can add on their own sequence in the 'I can' song and see how long they can make their pattern.

Some excellent stories with the Ten Pieces classical music as the theme are available on the CBeebies website

<http://www.bbc.co.uk/cbeebies/curations/radio-ten-pieces-story-time>

| Objectives | Activity | Resources |
|---|---|---|
| Create a pattern using body percussion sounds | <p>Copy cats activity - Teacher leads by tapping hands three times, children copy. Repeat, each time make the sound three times -clapping hands, tapping head (gently!), clicking tongue. Now teach the 'I can song' -</p> <p><i>I can clap my hands xxx,</i> (E C D G E)</p> <p><i>I can clap my hands xxx,</i> (E C D G E)</p> <p><i>These are sounds that I can make,</i> (AA GG FF E)</p> <p><i>I can clap my hands xxx.</i> (E C DD C)</p> <p>Repeat, this time tapping knees three times. On last line words change to add clapping hands to the sequence. Repeat again this time clicking tongue, now last line will go –</p> <p><i>I can click my tongue xxx, and tap my knees xxx, and clap my hands xxx.</i></p> | <p>Body percussion</p> <p>This song is available as an MP3 resource on the SKY Hub website.</p> |
| Join in singing cumulative songs with actions | <p>'Gingerbread Man he Dances'. Song sung to traditional French song tune of 'Little Peter Dances' -</p> <p>Gingerbread man he dances on my thumb he dances, gingerbread man he dances, on my thumb he dances. On my thumb, thumb, thumb. Gingerbread man he dances. Now repeat with gingerbread man dancing on knee. On the last line add this to the sequence – on my knee, knee, knee. On my thumb, thumb, thumb. Continue adding more actions eg. On my head, select children to choose actions.</p> <p>Use a puppet of gingerbread man for child to be leader and sing song at the front as class joins in.</p> | <p>This song is available as an MP3 resource on the SKY Hub website.</p> <p>Puppet of gingerbread man – this can be a finger puppet or character puppet cut out from traditional tales cards attached to a lolly stick.</p> |
| Listen, sing, and move to music | <p>Listen to the song Climbing Sherlock</p> <p>Children join in with the chorus singing and moving hands up in stepping movements as Sherlock travels up the steps (the pitch rises), and moving hands down, as Sherlock climbs down (pitch falls).</p> | Track 21 from Singing Sherlock 1 |
| <p>Ideas for free play:</p> <p>Puppets of Gingerbread man in music corner.</p> | | |

Lesson 4:**Spring Term 2 - Traditional Tales****Year Group: EYFS****LO:**

To enjoy singing songs from memory and build up a wide repertoire of songs

Starter Activity

Move to music. Listen and move to a few minutes of the music from Peter and the Wolf by Prokofiev.

Activities:

- Play the listening game - I Hear with my Little Ear
- Three singing Pigs – P50 Goldilocks and the Three Bears read the rap children chant the questions and answers in different voices that represent each bear.
- Instrumental activity – Stick tapping game keeping the steady beat, sing song to the tune of The Wheels on the Bus

Plenary

Sing traditional nursery rhymes – Incey wincey spider, Baa baa black sheep.
Change the tempo to fast/slow way that the song is sung –
Incey Wincey is climbing very fast, so we will need to sing faster.
Baa baa black Sheep is very tired so we will sing slower

Things to think about:

Can children change the sounds to match the changes selected in the nursery rhyme songs in the plenary.

| Objectives | Activity | Resources |
|--|--|---|
| To increase concentration and focus when listening and moving to music | Play the listening game - I Hear with my Little Ear Children sit in circle. Send a sound word chain round the circle related to our theme ie. 'Mama bear likes her chair', 'Big bear likes porridge'. | |
| To develop use of voices in different ways | Goldilocks and the Three Bears - Read the rap, this is in the form of a question and answer format. Children chant the first lines of the chorus with Teacher emphasising the strong beat: Hey there, Big Bear, What d'you like for break fast.... Extend activity so children answer using different pitched voices to match each bear. | Three Singing Pigs (A C Black) P.50 |
| To begin to recognise repeated sounds and patterns. To use instruments to make sounds and keep the beat | Instrumental activity – Sit children in a circle. Sing the song, <i>sing the song to the tune of The Wheels on the Bus.</i> <i>We're tapping a pattern with the sticks,</i> <i>With the sticks, with the sticks,</i> <i>We're tapping a pattern with the sticks,</i> <i>While we sing.</i> Encourage children to mark the beat of the song by tapping on the underlined syllables. We will revisit and extend this activity in the next lesson. | Rhythm sticks (claves), if there are not enough for all the children – 1. give sticks to alternate children and use the rest of class use clapping hands. Then repeat activity and swop so every child has a turn with the rhythm sticks. 2. select a group to sit in middle of the circle and use sticks while rest of class use clapping hands. |
| Ideas for free play: Put rhythm sticks in music corner to enable children to sing and tap during continuous provision. | | |

Lesson 5:**Spring Term 2 - Traditional Tales****Year Group: EYFS****LO:**

To understand and explore how sounds can be changed
 To play instruments to music, beginning to become aware of rhythm patterns
 Join in and sing simple songs from memory

Starter Activity

Play song Nursery Rhyme Picture Book SS1 track 37. Teacher adds actions at appropriate points, children move to the music.
 Throughout the song the children will be able to join in with the repeated chorus and actions. Depending on ability they may know and join in with some of the verses.

Activities:

- 'Conductors Magic Stick' game - Play backing track Nursery Rhyme Picture Book Song and play band instruments to this. SS1 track 38
- Revisit and extend the instrumental activity from last lesson - 'We're Tapping the Rhythm Sticks'

Plenary

Guess the song – teacher slowly beats the rhythm of one of the nursery rhymes from last lesson –
 Incy Wiccy Spider, Baa Baa Black sheep, Humpty Dumpty –
 Can children guess what it is?
 To begin with the teacher can be very deliberate in tapping very slowly and mouthing the words to help the children recognise the song, when this is successful try not to mouth the words and then eventually speed up the rhythm to make it a little more challenging.

Things to think about:

Can children use the instruments to play quiet and loud sounds to match the 'Conductors Magic Beater'?
 Some excellent stories with the Ten Pieces classical music as the theme are available on the CBeebies website
<http://www.bbc.co.uk/cbeebies/curations/radio-ten-pieces-story-time>

| Objectives | Activity | Resources |
|--|---|--|
| To explore different ways of making sounds | <p>'Conductors Magic Stick' game. Children sit in front of the teacher who holds a drum stick or beater. When teacher lifts beater children make a clapping sound. When beater is put on floor they must stop clapping. Distribute a selection of instruments to the children.</p> <p>Play backing track Nursery Rhyme Picture Book Song.</p> <p>When conductor rises the beater children play instruments and stop when beater is on the floor.</p> | <p>SS1 track 38</p> <p>Beater (drum stick, clave or similar)</p> <p>Selection of instruments</p> |
| To create loud and quiet sounds on instruments | <p>Continue with the Conductors Magic Beater game.</p> <p>Now introduce the children to making loud and quiet sounds.</p> <p>When the stick is raised high the instrument sounds can be played loudly, when it is lowered the sounds need to be quiet, when it is on the floor the sounds stop.</p> <p>Extend this to selecting different children to be the conductor.</p> | <p>SS1 track 38</p> <p>Beater (drum stick, clave or similar)</p> <p>Selection of instruments</p> |
| <p>Recognise sound patterns</p> <p>To have the opportunity to begin to play simple repeated rhythms</p> | <p>Extend <i>We're tapping a pattern</i> instrumental activity from last lesson</p> <p>Children sit in a circle. Sing the song to <i>the tune of The Wheels on the Bus.</i></p> <p><i>We're tapping a pattern with the sticks,</i> <i>With the sticks, with the sticks,</i> <i>We're tapping a pattern with the sticks,</i> <i>While we sing.</i></p> <ol style="list-style-type: none"> 1. Revisit first activity encouraging the children to tap the pattern of the words, tapping on every syllable. 2. Now repeat and just play on the words: <i>'With the sticks'.</i> | <p>Rhythm sticks, or maracas (change words in song as appropriate to match instruments)</p> |
| <p>Ideas for free play:</p> <p>Put some rhythm sticks and instruments, including found sounds such as empty containers and various beaters eg. spoons, in the music corner for children to play Magic Beater game together independently during continuous provision.</p> | | |

Lesson 1:**Summer Term 1 - Travelling Around****Year Group: EYFS****LO:**

To join in and enjoy singing a variety of songs
To explore sounds through music games and listening activities

Starter Activity

Hello song – Teacher sings: **Hello How are you?** (G E GG E) Children respond: **Very well thank you** (GG E G E). This song is available as an MP3 resource on the SKY Hub website.

Use can use chime bars G and E to pitch the notes – **G, E, GG, E** (question) / **GG, E, GE** (answer).

Repeat replacing word 'Hello' with 'Girls'/'Boys'/'Everyone', groups of children respond according to the question.

Activities:

- Sounds and actions matching activity
- Sequencing sounds game
- Sing the song' **Five Wobbly Bicycles**' , using instrument sounds to accompany song

Plenary

Sing the instruments back to the music box by singing question and answer song. You can use the use the chime bars to sing melody which is the same for both the question and the answer phrase:

'Who's got the maracas?' (G EE A G E)

'Laura's got the maracas' (G EE A G E)

Things to think about:

Can the children follow simple non- verbal instructions to stop the instrumental sounds in Five Wobbly Bicycles song?
Are children joining in with sing activities, and gaining confidence using their singing voices?

| Objectives | Activity | Resources |
|---|--|--|
| <p>To listen with concentration</p> <p>To recognise different sounds</p> <p>To match movements and sounds</p> | <p>Select five different instruments. For example: use a maraca, bells, castanets, chime bar and tambour.</p> <p>1. Class sits in front of the teacher who shakes the maraca. On hearing the sound the class have to match it with an action: shaking hands (jazz hands). Teacher now plays a sound on the castanets, when they hear this sound the children tap fingers and thumb together. Some further suggestions; bells – strum fingers on knees, chime bar – gently tap finger on head, tambour – tap the back of the hand with fingers.</p> <p>2. Play the sounds again mixing up the order, children responding with the appropriate action to match.</p> <p>3. Now, take the instruments to the back of the room so the children can't see them and play each sound. They have to listen really carefully and match the action. Repeat again, selecting one of the children to play the sounds.</p> <p>4. Put the instruments at the front and teacher shows an action. Children need to match the sound. Select children to come out and select the correct instrument to match the sound.</p> | <p>Select five different instruments.</p> <p>For example – maraca, bells, castanets, chime bar and tambour</p> |
| <p>To make sounds and follow simple instructions</p> | <p>Use the instrument selection from last activity at the front of the class. We are going to use the instruments to accompany the song 'Five Wobbly Bicycles' - sung to the tune of John Browns Body.</p> <p>Five children come to the front and each select one of the instruments. They sit in a line and look at the red/green conductor card. The green card is shown to the first child who stands and plays their instrument, they continue playing and the green card is shown to the next musician who also stands and starts to play, they continue and the card is shown to the next person until all five instruments are being played. They keep playing until the red card shows and they all stop.</p> | <p>Selection of five instruments used in last activity</p> |
| <p>To use singing voices</p> <p>Use sounds to accompany a song</p> | <p>Sing the song 'Five Wobbly Bicycles'. (to the tune of John Brown's Body) Adding the instrument sounds, from the last activity, as each verse is sung:</p> <p>One wobbly bicycle went riding round the town, One wobbly bicycle went riding round the town, One wobbly bicycle went riding round the town, then along came another one to ride around!</p> <p>You can substitute the word 'wonky' with rusty, clanking, squeaky.</p> | <p>Selection of five instruments used in last activity</p> <p>You could also sing the song counting backwards as the bicycles fall apart - 'and one fell apart and landed on the ground!'</p> |
| <p>Ideas for free play: In music corner put the instruments used for the five wobbly bicycles on the sound table for children to replicate and explore the sounds.</p> | | |

Lesson 2:**Summer Term 1 - Travelling Around****Year Group: EYFS****LO:**

To join in and enjoy singing
Explore sounds through music games

Starter Activity

Hello song – Teacher sings: ***Hello How are you?*** (G E GG E) Children respond: ***Very well thank you*** (GG E G E)
Use chime bars G and E to pitch the notes – G, E, GG, E (question) / GG, E, GE (answer).
Repeat replacing word '***Hello***' with '***Girls***'/'***Boys***'/'***Everyone***', groups of children respond according to the question.

Activities:

- Hide the object
- Travelling sounds - sound game
- Create a sound poem with different vocal sounds

Plenary

Record 'Train' sound poem using the Ipad and as a class watch and listen to the recording.

Things to think about:

Can children generally control changes in sound when creating music?

| Objectives | Activity | Resources |
|--|--|---|
| Explore loud and quiet sounds | Hide the object. One child goes out of the room (with an adult) while you hide an object. S/he comes back in and tries to find it. When they get near, the children have to make a loud sound with an instrument or with their voices. When s/he moves away they make a soft sound. | Voices and/or small selection of percussion instruments. |
| Create musical sounds to different stimuli | Travelling sounds - sound game Class sit in a circle. Divide class into three groups, each group has a picture flash card of a way of travelling, suggestions could be - train, plane, boat. Use an instrument to indicate a signal for each group. For example the train group could have a maraca sound, plane group a whistle sound, walking group a woodblock sound. When each group hears and recognises their corresponding sound they must fold their arms. Repeat but this time children stand up on their sound. | Set of flash cards each showing different picture of a way of travelling. Small selection of instruments, use what is available or as suggested in the activity. |
| Experiment with different ways of creating vocal and instrumental sounds. | Using the Trains poem, or <i>sing to tune of I'm a little Teapot</i> , opposite to build up a sound story. Start by using a simple sequence of vocal sounds and actions that naturally fit with the rhyme. After the children are familiar with these sounds add some instrumental sounds. Make a circle and put a selection of sound makers in the centre of the circle. Ask children to choose three different instruments for sounds of the - chugging train as it leaves the station eg. egg shakers - the whistle eg. chime bars or whistle - the clacking sound of the train on the track eg. scraping the woodblock Put these three sounds in a simple sequence for the train journey. Now the teacher leads playing the sequence, select a child to copy the pattern of the sounds. Repeat, selecting another child to play the sounds. Now class say poem while instruments are played. This activity will be extended in next lesson to show coloured graphic score of sounds. | <u>Trains</u> <i>Here's a red choo-choo train</i> <i>Chugging down the track</i> <i>First it goes forward</i> <i>Then it goes back</i> <i>Now the whistle blows</i> <i>Whooo, Whooo, Whoooooooo!</i> <i>What a lot of noise it makes</i> <i>Clack-clack-clack!</i> Selection of percussion instruments or found/junk sounds eg. tearing paper, rattling keys. |
| Ideas for free play: In music corner put the instruments used for Train sound poem, and if used in extension task the coloured blocks, on the sound table for children to replicate and explore the sounds. | | |

Lesson 3:**Summer Term 1 - Travelling Around****Year Group: EYFS****LO:**

Sing simple, familiar songs
Explore the different sounds of instruments

Starter Activity

- Listen to sounds created by using different types of beaters on an object and play 'Guess the Beater' game. Enjoy trying out and changing sounds!
Children sit on the on carpet the Teacher at the front shows one found sound object to use as an instrument such as a plastic tub, jug, CD case, and a selection of various 'beaters' eg wooden spoon, metal spoon, stick, toothbrush. Show how each beater will make a different sound on the object. Can children describe the different sounds: quiet, loud, hard, soft.
Teacher is leader and stands at the back of the class so the children cannot see the beater that is being used, and plays the object with one of the beaters (scrapping, tapping, stroking etc). Can the children guess which it is? Repeat selecting one of the children to be leader. Repeat with another found sound object.*

Activities:

- Make a sequence of sounds playing the Musical Journey game
- Sing song The Wheels on the Bus with actions
- Sing song Row, row, row your boat. Use rowing actions.

Plenary

Listen and move to the first two minutes of the Beethoven music an example can be found using the following link:-

<https://www.youtube.com/watch?v=vCHREyE5GzQ>

This is from Beethoven - Symphony 7 in A, Op92, Allegretto.

Pretend to row the boat to the pulse of the music. There is a slow tempo to this piece of music which means the children have to calmly and slowly row, working together as a team to get to the Treasure Island!

Things to think about:

Increase the use of musical vocabulary such as tapping, scrapping, loud, quiet about different sounds that can be made in the music games.
Can children they make suggestions and use these words about different sounds?

| Objectives | Activity | Resources |
|--|--|---|
| Make a sequence of different sounds with voices and instruments | <p>This is a version of the traditional game 'I went to the supermarket' but we go to the music shop game in a version of 'The Journey game'</p> <p>I'm going on a journey and I ride on a</p> <p>This could be train and the class make a repeating chugga-wugga sound.</p> <p>Next child sits in the middle and repeats the words and class repeats the sound, but the child now adds another word and sound eg. a rocket to which everyone joins in with a 5,4,3,2,1 whooosh sound. This can be repeated using a selection of instruments in the centre of the circle, each child has to make a different type of sound.</p> | <p>Voices and selection of instruments</p> <p>You could use the transport picture cards from last lesson and a child selects a card for each new verse and has to make a sound match the picture on the card.</p> |
| <p>Sing familiar songs,</p> <p>Join in class singing and actions with increasing confidence</p> <p>To use thinking voice</p> <p>Use voices loudly and quietly</p> | <p><i>The Wheels of The Bus</i> (Perform actions and sounds suggested by the words). Use singing voice and thinking voice when green card shows use <u>singing voice</u>, red card <u>thinking voice</u> keep the actions going and keep song going in head voice, then return to green card for singing voice. Finally, sing with <u>very quiet</u> voices as the bus leaves the town and goes far away.</p> <p><i>The wheels of the bus go round and round, Round and round, round and round</i> <i>The wheels of the bus go round and round All through the town. Substitute these also: The doors on the bus go open and shut. The bell on the bus goes ding-ding-ding. The driver on the bus says, "Move on back"..., The people on the bus say, "What a nice ride"...</i> Use a child's name as in <i>'Jack on the bus says - Let Me Off!'</i> etc.</p> | <p>Voices</p> <p>Conductors red and green card</p> |
| Join in and sing familiar songs | <p>Sit in a space on the floor.</p> <p>Sing the song <i>Row, row, row your boat.</i></p> <p>Children move with rowing actions as the class sing the song.</p> | Voices |
| <p>Ideas for free play: *Leave a selection of 'beaters' and found sounds on the music activity table for children to access and use during continuous provision. Objects to use as an instrument eg. pencil pot, cheese grater, jug. Selection of objects to use as beaters – toothbrush, paintbrush, metal spoon, plastic spatula, wooden spoon, pencil - and anything else that will make an interesting sound!</p> | | |

Lesson 4:**Summer Term 1 - Travelling Around****Year Group: EYFS****LO:**

Listen to high and low sounds and move with the music
Explore ways that different types of sounds can be made (timbre)
Join in singing songs

Starter Activity

Song – children stand up in a space in front of the teacher they listen and move up and down to the song ‘Jack in the box’. Track 14 from Singing Sherlock book 1

Activities:


- Listening activity – sorting ‘Sound Pots’
- Learn action song ‘I’m a little Airplane’
- Moving to the beat with ‘The Horse’ Rhyme

Plenary

Watch a short clip from ‘ Short Ride in a fast Machine’ film by the Royal Liverpool Philharmonic Orchestra - <https://www.youtube.com/watch?v=v6KGP9tFw4E>

Things to think about:

Can the children comment on the Short Ride in a Fast Machine music using some key music vocabulary eg loud quiet, short.
Can children add expression and atmosphere to the Pony rhyme when the tempo gets faster and they use the vocal sound ‘Whoooa’ to stop the pony.

| Objectives | Activity | Resources |
|--|---|---|
| Listening and exploring different sounds | Listening activity – sorting ‘Sound Pots’. Six empty containers with lids, fill them in pairs with the same quantity of substance like sand, rice, lentils. Children sit in a circle. Explore the sounds made by different substances in the pots. Can the children guess what is inside them. Ask the children to the matching find pairs by shaking them. Explore the sounds by tapping the pots. Can the children match the pairs by tapping. * | Six empty containers with lids Substances such as sand, lentils, rice. |
| Sing songs and move with the rhythm of the music | Action song to the tune of ‘I’m a Little Teapot’ <i>I’m a little airplane, way up high,</i> (Hold hand up to forehead to shade eyes looking into the sky and point with other hand) <i>With my silver wings, watch me fly!</i> (Hold arms out like wings and tilt them side to side) <i>When the pilot tells me, I’ll come down,</i> (Hold hands over both ears like you’re holding the radio headphones (earmuffs) pilots wear) <i>Swooping and gliding, round and round.</i> (Hold arms out like wings and spin in a circle, then kneel on the ground) | |
| To be aware of and keep a steady pulse by moving to the beat To recognise and move to changes in fast and slow tempo | In this activity the children will be aware of and move to a steady beat and changes in tempo. A song that is an example of this is the ‘Horse Rhyme’. An example of a rhyme like this can be found Music Express resources. Children stand pretending to hold the reins of a horse. The teacher taps the steady beat using a woodblock. The children gallop feet on the spot to the beat. The beat gets much faster when only Uncle John is riding - children respond by galloping faster. Finally children make a ‘Whooooa’ sound at the end to stop the horse and everyone stands still. This can be repeated starting with a slower tempo because the horse is very tired! | <i>Father and Mother and Uncle John Went on a horse one by one Father fell off Whooa ! Mother fell off Whooa ! But Uncle John went on, and on, And on, And on, And on, And whooooo ...</i> An example of a rhyme like this can be found in Music Express resources. |
| Ideas for free play: *Leave the filled pots on the sound table for children use <div style="text-align: center;">  </div> <p style="text-align: center;">Which pots go together?</p> | | |

Lesson 5:**Summer Term 1 - Travelling Around****Year Group: EYFS****LO:**

Explore changing sounds

Begin to show awareness that sounds can be represented with symbols (the beginning of understanding notation)

Move in response to music

Starter Activity – Revisit the Horse rhyme.

Children stand pretending to hold the reins of a horse. The teacher uses a woodblock to tap a steady beat and children gallop feet on the spot to the beat. The beat gets much faster when only Uncle John is riding so children respond by galloping faster. Finally children make a Whooooa sound at the end to stop the horse and everyone stands still. This can be repeated starting with a slower tempo because the horse is very tired!

Father and Mother and Uncle John***Went on a horse one by one******Father fell off — !******Mother fell off — !******But Uncle John went on, and on,******And on, and on, and on, and whooooo ...***

An example of a rhyme like this can be found in Music Express resources.

Activities:

- Sort a selection of instruments out into 'types' of sounds they make eg. loud/quiet, gentle/rough. The musical term for this quality of sound is ***timbre***.
- Extend the Travelling sounds - sound game from lesson 2 by adding vocal sounds and movements.
- Extend the Trains sound poem to introduce visual symbols for sounds.

Plenary

Singing a familiar nurse rhyme/say a familiar rhyme as a class in different voices.

Invite one of the children to sit at the front on the 'Singing Seat'.

They choose a different voice to use to sing/say the rhyme eg. whispering voice, robot, mouse voice. They can lead the class singing with the selected voice.

Have lots of fun! Differentiate this according to the childrens abilities.

Things to think about:

Are children joining in with more confidence singing a range of familiar songs?

| Objectives | Activity | Resources |
|---|--|--|
| Explore different sounds To listen with focused attention | Children sit in a circle with a selection of different instruments in the middle. Sort the instruments into 'types' of sounds they make eg. loud/quiet, gentle/rough. The musical term for this quality of sound is <i>timbre</i> | Selection of different instruments and found sounds eg. empty water bottles, tin of crayons |
| Make movements that represent their sounds Use voices and instruments in different ways | Extend the Travelling sounds - sound game from previous lesson 2. Add vocal sounds and movements. Class sit in a circle. Divide class into three groups, each group has a picture flash card of a way of travelling – train, plane, walking. Now discuss vocal sounds and action that can be used to represent each of these eg. chugga-wugga with hands and arms going back and forth for train, whoooh arms stretched for plane, click tongue and march on the spot for walking steps. Use an instrument to indicate a signal for each group. For example the train group could have a maraca sound, plane group a whistle sound, walking group a woodblock sound. When each group hears and recognises their corresponding sound the children stand up, make their sounds and move in the way their group is travelling. | Set of flash cards each showing different picture of a way of travelling. Small selection of instruments, use what is available or as suggested in the activity. |
| Become aware how pictures can represent a sequence of sounds. | Extend the Trains sound poem from previous lesson. Children in a circle with a selection of sound makers in the centre of the circle. Ask children to choose three different instruments for sounds of the-chugging train as it leaves the station eg. egg shakers- the whistle eg. chime bars or whistle - the clacking sound of the train on the track eg. scraping the woodblock. Put these three sounds in a simple sequence for the train journey. Now the teacher leads playing the sequence, select a child to copy the pattern of the sounds. Now build up a visual score of the sequence using multilink or Duplo blocks. Use a different coloured Duplo or multilink block for each different sound. Teacher points to the coloured blocks and children respond with the corresponding sound. Extend by building 3 or 4 blocks of the same colour together to show that the sound needs to be played for a longer time, one block would represent making the sound for a short time. | <i>Trains</i> <i>Here's a red choo-choo train</i> <i>Chugging down the track</i> <i>First it goes forward</i> <i>Then it goes back</i> <i>Now the whistle blows</i> <i>Whooo, Whooo, Whooooooooo!</i> <i>What a lot of noise it makes</i> <i>Clack-clack-clack!</i> Selection of percussion instruments or found/junk sounds eg. tearing paper, rattling keys. |
| Ideas for free play: Put a selection of instruments that have been used in main input activities in the music corner for children to sing and play range of songs that they have learnt. Put multilink/Duplo blocks in music corner with instruments for continuous provision. | | |

Lesson 1:**Summer Term 2 - Holidays and the Seaside****Year Group: EYFS****LO:**

To enjoy singing songs
To explore playing instruments and changing sounds.

Starter Activity

Listen to the song - 'Oh I Do Like to be beside the Seaside'.

An example of this song can be found following the link - <https://www.youtube.com/watch?v=W8fhEPsLmfo>

Move to the music with actions - marching on the spot, digging actions, licking ice cream, looking out to sea with hand above eyes looking from side to side.

Activities:

- Sound poem: 'Let's Stretch up Tall'
- Song: 'We're going on a picnic' cumulative call and response song. This song is available as an MP3 resource on the SKY Hub website.
- Song - 'This is the way we dig the sand'.

Plenary

Sing traditional action song :

When I was one I ate a bun, the day I went to sea.

I jumped aboard a pirate ship and the Captain said to me:

'We're going this way, that way, Forwards and backwards, over the Irish Sea.

A bottle of rum to fill my tum and that's the life for me'.

Additional verses: Two, buckled my shoe. Three, grazed my knee. Four, swam ashore. Five, learnt to dive. Six, gathered sticks. Seven, went to Devon. Eight, almost late. Nine, feeling fine. Ten, started again.

Things to think about:

Do the children enjoy singing and saying the rhymes and are they joining in with more confidence?
Can they share ideas about the rhyming sounds they recognise in the songs and rhymes?

| Objectives | Activity | Resources |
|--|---|---|
| To explore changes in sounds | <p>Children sit in front of the teacher who says the rhyme. Teach the rhyme to the class. Repeat, selecting children to stand in a line and play a different sound for each line. Alternately, you may want to build this up in shorter daily stages, a few minutes each day.</p> <p><u>Let's stretch up tall</u></p> <p><i>Let's stretch up tall like a lighthouse, (drum)</i></p> <p><i>Let's curl up small like a snail. (sleigh bells)</i></p> <p><i>Let's spread our wings like a seagull, (tambourine)</i></p> <p><i>And then be a boat with a sail. (triangle)</i></p> <p><i>Let's gallop along on a donkey, (claves)</i></p> <p><i>Let's go for a swim in the sea, (maracas)</i></p> <p><i>Let's dry ourselves all over (guiro)</i></p> <p><i>And then have a picnic tea! (mouth pops)</i></p> | Selection of percussion instruments as identified or similar if these are not available. |
| Build up a repertoire of songs Learn to sing 'call and response' songs | <p>Song 'We're going on a picnic' cumulative call and response song.</p> <p><i>Going on a picnic, going right away</i> (FFFF A C AA GG F)</p> <p><i>Going on a picnic, we'll stay all day</i> (FFFF A C A GG F)</p> <p><i>Did you bring the sandwiches?</i> (FFFF DD C)</p> <p><i>(Yes I've brought the sandwiches)</i> (FFFF DD C)</p> <p><i>Did you bring the apples?</i> (FFFF D C)</p> <p><i>(Yes I've brought the apples)</i> (FFFF D C)</p> <p><i>Ready for a picnic here we go</i> (FFFF A C A G F)</p> | <p>This song is available as an MP3 resource on the SKY Hub website.</p> <p>Use a selection of plastic foods from the home corner – bread, apple, biscuit, water bottle</p> |
| Sing familiar songs Explore changes in vocal sounds | <p>Sing song to <i>the tune of Here we go round the Mulberry Bush:</i></p> <p><i>This is the way we dig the sand, dig the sand, dig the sand</i></p> <p><i>This is the way we dig the sand on a hot and sunny morning.</i></p> <p>Substitute words, adding more of your own; <i>fly a kite, eat ice cream, throw the ball.</i></p> <p>Chant a well-known nursery rhyme. Control volume with hand signals</p> <p>Hands close together – whisper chant</p> <p>Hands apart – say chant in normal voice</p> <p>Hands wide apart – shout chant</p> <p>Hands together – say chant in head, not out loud</p> | Voices |
| Ideas for free play: Leave some plastic food items in music corner for children to use to build up the picnic song. | | |

Lesson 2:**Summer Term 2 - Holidays and the Seaside****Year Group: EYFS****LO:**

Explore different sounds
Create representations of events using songs, sounds and movement

Starter Activity

To the tune of Row, row, row your boat teach the following Pirate song by echo singing one line at a time. Teacher sings a line first and the children repeat:

***Yo, ho ho, me mates, a pirates life for me,
Wind and waves and smugglers' caves,
And the blue and briney sea.***

Now teach Captain Bones chant using a speaking voice and rhythm sticks to keep a steady beat throughout the chant:

***I am the ghost of Captain Bone!
Leave my treasure chest alone***

Activities:

- Treasure Island: Sound Story. An example of this can be found in the A C Black book 'Three Singing Pigs'.
- Creating music for different parts of Treasure Island
- Pirates on Treasure Island: making loud and quiet sounds activity

Plenary

Sing the ***Seaside Holiday action song*** following the link <http://www.bbc.co.uk/cbeebies/watch/magic-door-beach-holiday> (start at 1minute 20 seconds for the song). Follow and add the actions and join in with the song.

Things to think about:

Can the children make their own suggestions for sounds and movements to the Treasure island story music?

Encourage children to consider how they will order their sounds in the music: taking turns to play, playing all together, having shorter sounds playing at intervals, as a continuous sound...

Further extension ideas for this story can be found in the A C Black book Three Singing Pigs p44-p45.

| Objectives | Activity | Resources |
|---|--|---|
| To learn songs and chants | Outline the Treasure Island story on P40. Add actions eg. row, splash, swing to emphasise rhythm and mood. Read the story complete with song and chant. | Treasure Island Story P.40 Three Singing Pigs – A C Black |
| Explore different instrumental and vocal sounds | Children sit in a circle and teacher divides class into four groups. Each group creates music for different parts for the island: coconut grove, waterfall, deep jungle and Stormy Mountain. Allow a short time for children to make different sounds on their instruments. Everyone puts instruments on floor and sits with hands on knees. Teacher goes round circle instructing one group at a time to play instruments when they see the green card and stop sounds when the card is red. | Selection of instruments, suggested instruments – Coconut grove – sand in plastic tubs, shakers, woodblocks, coconut halves! Waterfall – Finger cymbals, glockenspiels, Jungle – guiro, scrapers, tambourines, tearing paper, leaves Stormy Mountain – large plastic tubs, variety of beaters, large drum or tambour. Red and green conductors card. |
| Make loud and quiet sounds Follow a simple story structure Perform singing, chants and music in | Seat the four groups apart choose three children to be the pirates and as they move closer to each group the children gradually get louder with their sounds, and quieter as the pirates move away. Put all these things together and perform the story, songs, chant and music with the three pirates acting the story while teacher reads the story. Record the class performance on the Ipad | Three children to be the pirates throughout the story Instruments from the last activity Ipad |
| Ideas for free play: Children could paint pictures from the Treasure Island story these can be displayed in the music corner. Put some instruments that have been used in story music in music corner along with picture cards depicting each scene for children to explore and express their own musical ideas. | | |

Lesson 3:**Summer Term 2 - Holidays and the Seaside****Year Group: EYFS****LO:**

Explore different sounds
To join in with singing songs

Starter Activity –

Listen to the music 'Portsmouth' by Mike Oldfield.

An example of this can be found using the following link - <https://www.youtube.com/watch?v=h0HcDmjilYE>

Stand up and move to the beat.

Make movements that match being on a boat: marching feet climbing up the mast to the crows nest, looking from side to side out to sea, scrubbing the deck with sweeping brush actions.

Activities:

- Watch the recording of the Treasure island sound story for last lesson.
- Instrument activity 1,2 I'll pass it to you
- Matching the Sounds Game: Extend the previous instrument activity to identifying the sounds game

Plenary

Children sit on the carpet, put one or two chairs 'singing seats' at the front.

Choose one or two of the children to sit in the singing seats at the front of the class and lead the singing using a 'Shiny, Star' voice (not a shouting voice), that travels to the back of the room and the children can hear.

Sing a favourite class song or nursery rhyme, such as traditional song - 'When I was one' from lesson one. After the singer has had a go the class can join in with the song.

Things to think about:

Can the children comment about their own music and performance after watching the recording of the sound story?

*You may wish to change the order of the activities, and even do each task as a daily activity rather than input for 30 minutes. This will depend on the childrens listening and concentration skills. The **1,2, I'll pass it to you** game could also be introduced as a five minute carpet activity at first, having three or four children standing at the front and passing the instrument along the line as the class say the rhyme.

| Objectives | Activity | Resources |
|---|--|--|
| To watch a performance of class music | Watch the recording of the Treasure island sound story for last lesson. You may need to watch this two times, once to allow children to enjoy seeing their own performance and identify where they are and what they are doing in the performance. Second time, to try and identify good things about the music. Did the music sound like the different parts of the Island? Did we create the atmosphere of travelling to new places on the journey? | Recording from previous lesson of class performance of the Treasure Island story. |
| Explore and learn how sounds can be changed Explore different instrumental and vocal sounds | Play instrument game: ' 1,2 I'll pass it to You ' – This gives children an opportunity to take turns and make sounds on different instruments it is particularly good way of reinforcing how to make a sound on different instruments and introducing and letting everyone have a go at a new 'interesting/unusual' sound such as the ocean drum or vibraphone. Children sit in a circle. Teacher teaches rhyme and demonstrates holding the tambourine while saying the rhyme ' One, two, I'll pass it to you '. Tap the tambourine on the words one, two and then pass it on to the child on the left . Now the child with the tambourine plays on the words one, two and passes it on to the child on their left and so the game continues round the circle. Repeat the rhyme using another instrument. | A small selection of instruments: woodblock, tambourine, a more unusual instrument such as an ocean drum, multicultural instruments. Avoid instruments that are large, heavy, awkward, difficult to play. Look for ones which are safe, durable and easy to play. |
| To explore sounds To extend concentration and focus while listening | Children sit in a circle the Teacher names each instrument and places them in the centre of the circle. Choose one of the children to make a sound on an instrument, select another child and repeat until sounds have been made on all the instruments. Now hide one set of the instruments, the teacher plays one sound from the hidden instruments while the children listen and try to identify it by pointing, gesturing or saying the name of the one they hear. Extend the game further by playing two sounds with different instruments. Select one of the children to copy and play the sounds from instruments in the centre of the circle. | Two identical sets of different musical instruments and a resources bag, large box or screen to hide the instruments. Begin by limiting the number of instruments suited to the childrens language and listening skills. When the children are able to listen and select each instrument increase the number of instruments to choose from. |
| Ideas for free play: Put some of the instruments from the activities in the music corner for children to copy activities during continuous provision. | | |

Lesson 4:**Summer Term 2 - Holidays and the Seaside****Year Group: EYFS****LO:**

Explore making loud and quiet sounds
Join in with rhymes and songs
Develop listening skills

Starter Activity

Sound pots – explore changing the shaking sound of different substances eg. sand, gravel, lentils in sealed pots.
Use identical pots that have a lid to seal them. Before the lesson fill each pot with a different substance, put some of each substance in a clear sandwich bag for the children to see. At the start of the lesson sit class on carpet and show them the different bags. Now shake the containers and see if the class can match the correct bags with the containers.

Activities:

- Learn Postman rhyme, children join in with rhyme about the postman delivering holiday postcards
- Instrument activity, making loud and quiet sounds like a marching band playing at the seaside
- Using voices to make a cuckoo sound when out on a walk

Plenary

Revisit the 'Yo Ho Ho' chorus of the Treasure Island story.
Change voices to say it loudly, quietly. Then try using voices as an echo sound as if saying it in a cave, teacher sings or says word 'Hello' in a vocal style – children repeat back copying the vocal style.

Things to think about:

Are children beginning to control and change their instrument and vocal sounds making them loud and quiet?

| Objectives | Activity | Resources |
|---|---|--|
| To extend repertoire of rhymes and songs | <p>Postman song –traditional rhyme (this is also available on the early years Voices Foundation CD)</p> <p><i>Early in the morning at eight o'clock, You can hear the postman knock, Up jumps 'Bobby' to open the door, One letter, two letters, three letters, four.</i></p> <p>Repeat rhyme selecting a different child to jump up and changing the name in line three of the rhyme each time it is sung. Hand four sealed envelopes or postcards to this child in time with the steady beat. This child can then be the postman when the rhyme is repeated They then hand the envelopes to the next person who is chosen.</p> | <p>Envelopes or postcards for the selected child to hold when they are the postman.</p> <p>This rhyme can be found in the Voices Foundation material.</p> <p>This song is available as an MP3 resource on the SKY Hub website.</p> |
| <p>Listen with concentration</p> <p>To recognise and reinforce keeping the beat</p> <p>Create sounds that are loud and quiet</p> | <p>All children stand up and hold an instrument.</p> <p>Leader calls out different commands the children play following the instruction, while marching on the spot -</p> <p>The band is far away (very quiet).</p> <p>The band is getting nearer (louder).</p> <p>It's nearly at our classroom (very loud).</p> <p>It goes away (quieter).</p> <p>It's far away (very quiet).</p> <p>Extend this to teacher using hand signals to instruct the children to play loudly or quietly. Hands far apart, children play loudly. Hands close together, children play quietly.</p> | <p>A variety of instruments enough for every child in the class.</p> <p>An example of this song can be found in Music Express 'I Hear the Band'- This song is available as an MP3 resource on the SKY Hub website.</p> |
| Use voices in tune with a limited pitch range. | <p>Play the Cuckoo Song Game:</p> <p>Children sit in a circle. Select a 'volunteer' to sit outside the circle on a seat turned away from the class with their eyes shut.</p> <p>Pass a small soft toy bird to one of the children to hold.</p> <p>Using the alternating notes of the chime bars G and E all the class sing:</p> <p><i>Cuckoo, cuckoo, where are you?</i> (G E G E G E G)</p> <p>The child with the cuckoo sings a reply – '<i>Cuckoo, cuckoo</i>' (G E G E)</p> <p>Can the child on the seat recognise who sang the voice of the cuckoo.</p> | Soft toy bird or puppet |
| <p>Ideas for free play:</p> <p>Put envelopes, letters, postcards in music corner for children to play Postman rhyme during continuous provision.</p> | | |

Lesson 5:**Summer Term 2 - Holidays and the Seaside****Year Group: EYFS****LO:**

To be aware of changes in sounds of high and low pitched notes
 To extend repertoire of action songs and rhymes

Starter Activity

Sing The Packing Song to the **tune of Here we go Round the Mulberry Bush**, additional verses can be added using the childrens suggestions :

These are my glasses to keep out the sun, keep out the sun, keep out the sun. These are my glasses to keep out the sun, on a warm and sunny day Action: Circle your eyes with your fingers.

This is the way I fold my clothes, fold my clothes, fold my clothes. This is the way I fold my clothes, and place them, just like that Action: Fold your clothes and place them in the suitcase.

Here is my suncream and my hat, and my hat, and my hat. Here is my suncream and my hat. I'm off on my holiday Action: Apply pretend to cream down each arm and put hat on head.

Activities:

- Sandcastle action rhyme – listening to the change of pitch as sandcastle gets taller
- Choose an instrument game.
- Picnic Tea rhyme

Plenary

Select one of the children to choose a song or rhyme for the class to sing from the repertoire they have built up during this unit of work. Choose a child to be a conductor at the front, instructing how the class will use their voices: loudly or quietly, by using hand movements as in previous lesson.

Things to think about:

Can the children identify changes in high and low sounds?

Can they move from crouching down low to gradually standing up tall as the teacher plays the notes from low to high on the glockenspiel?

| Objectives | Activity | Resources |
|---|--|--|
| To explore changes in sounds | <p>Teacher uses a set of chime bars, or glockenspiel to represent the sandcastle getting taller. As children say the rhyme start by just playing the lowest note, as rhyme continues and sandcastle grows taller play notes stepping up one at a time until reach high notes. Then scrape beater down the notes from high to low as sandcastle is flattened!</p> <p>The children move with the rhyme – they start by crouching down gradually getting taller as the sandcastle is built until they are standing and finally crouching down to floor again at the end of the rhyme! They can also use clenched hands as fists, alternating one hand on top of the other building sandcastle throughout the rhyme. Extend activity by using claves, egg shakers and other instruments to make sounds to accompany this poem.</p> | <p><u>Sandcastle Fun</u> <i>I'm going to build a castle, right here by the sea. First of all it's very small, and then it grows like me. I'll add some towers and windows, give a final pat. Then run, jump and sit on it, and knock my castle flat!</i></p> <p>Glockenspiel, chime bars or xylophone. Selection of instruments such as egg shakers.</p> |
| Sing songs and explore sounds | <p>The children sit in a circle with a selection of percussion instruments in the centre. Sing the song to the tune of London Bridge:</p> <p>Verse 1: Choose an instrument you can play, you can play, you can play. Choose an instrument you can pay, what's your favourite?</p> <p>Verse 2: Peter plays the tambourine, tambourine, tambourine. Peter plays the tambourine, that's his favourite.</p> <p>A beanbag is passed round during verse 1, whoever is holding the beanbag when verse 1 ends chooses an instrument and plays it while everybody sings verse 2. Repeat until all the instruments are used.</p> | A selection of percussion instruments in the middle of the circle. |
| Join in with songs and rhymes | <p>Teacher uses copy cat method to teach the rhyme to the class. When they know the rhyme well ask the class to suggest actions for each line. Use lots of exaggerated vocal and facial expression while saying the rhyme!</p> <p><u>Picnic Tea</u> <i>We found a shady spot under a tree. Here's what we had for a picnic tea. We had ants in the sandwiches, Wasps in the jam, Slugs in the lettuce leaves, Beetles in the ham, Midges in the orange juice, Flies on the cheese, Spiders on the sausages, Ice-cream full off bees!</i></p> | Voices - and singing faces, both with lots of expression! |
| <p>Ideas for free play: Leave the glockenspiel in the music corner for children to have a go at playing sounds for building the sandcastle taller, and scraping beater down instrument when it is flattened!</p> | | |



Early Years and Foundation Stage