

MUSIC ALL DAY LONG - MUSICAL DEVELOPMENT FOR EYFS THROUGH PLAY-BASED ACTIVITY

Play-based music activities to boost creativity and support language and social development.

HELLO JAMIE



Extending the song

Hello Ajay
How are you today?
Can you play the shaker?
That's the way!

Hello Shelly
How are you today?
Can you clap your hands?
That's the way!

You will need: a 'Hello' bag containing small random objects gathered from your setting

Leading the activity

- Fill a bag with small everyday objects and plan simple questioning ideas to encourage children's responses: these might be actions, sounds or movements.
- Sing the first two lines then invite a child to dip into the bag. Sing an invented question involving the child and the object and allow time for the child to respond before everyone sings the final phrase of the song.
- Tailor your questions to suit the child

Developing creative ideas through the holistic framework

- Once the game is established, ask a child or group of children to fill the bag each day.
- Structure the game by asking children to find objects with specific characteristics e.g. hard, soft, round, square, red, transparent etc.
- Encourage a confident child to lead the 'Hello' game.
- Say 'Hello' in other languages, especially those spoken by children's families.

CANDLELIGHT a pentatonic echo song with cumulative percussion



You will need:

- 5 or more model candles (numbers to reflect children's mathematical experience)
- Sufficient untuned percussion items to match the number of candles
- Tuned percussion instruments (chime bars are the easiest for EY to play because they have wider bars) and two beaters per instrument

Leading the activity

- This is an echo song – so no teaching required - simply sing each line, inviting children to copy.
- Choose 5 candle ‘holders’, ensuring that they know their ‘number’ (1, 2, 3, 4 or 5). Invite 5 others to each choose an untuned percussion instrument and sit beside a candle ‘holder’.
- In verse one, the first candle is held up and the partner percussion player improvises: in verse two, the second candle is held up, joining the first, and the second percussion player joins in... and so on...
- Invite a child to improvise throughout on D E G A just 4 notes of the pentatonic scale, these can be played in any combination to produce a harmonising accompaniment.
- Sing the song slowly and quietly to enhance light festivals: Diwali, Hanukkah, Advent and Christmas.

Developing creative ideas through the holistic framework

- Have tuned percussion available for child-led exploration. Older children may work out the melody.
- Provide cardboard tubes, tissue, coloured paper, fabric and glitter for making model candles.
- Draw random patterns on paper with candle stubs, then apply paint to the surface (wax resist work).
- Use Plasticine, Playdo or other modelling material to make tea-light holders, or divas for Diwali.

BATHTIME a splash-about and play song with bathtime props

D E7 A G

I'm in the bath! I'm in the tub! Splash-ing a - bout! Rub-a-dub - dub! What's on the

10 D G D Bmin

ledge? What can it be? It's a shark, and it's

15 F#min Bmin E A7 D

fierce, now the shark's in the bath with me

Extending the song

I'm in the bath; I'm in the tub
Splashing about, rub-a-dub-dub!
What's on the ledge? What can it be?
It's a duck.... *and it quacks!*
Now the duck's in the bath with me

I'm in the bath; I'm in the tub
Splashing about, rub-a-dub-dub!
What's on the ledge? What can it be?
It's a sponge *and it's pink!*
Now the sponge is in the bath with me

You will need:

Bathtime wash and play items: e.g. plastic book, duck, loofah, nailbrush, sponge etc. a baby's bath, doll and 'sploshers' to provide an accompaniment.

Leading the activity

- Show the bathtime props you've collected, asking about children's own favourites.
- Discuss each item, collecting descriptive ideas e.g. colour, hard/soft, animal/characteristics etc. and choose one 'descriptor' to add into each verse,
- Play 'sploshers' (small plastic bottles with water, a drop of washing up liquid and a dash of colouring).

Developing creative ideas through the holistic framework

- Make a collection of favourite bathtime toys for a display.
- Take photos of bath toys that can be ordered, acting as a musical 'score'.
- Make bubble prints with bathtime suds mixed with paint.
- Read and share bathtime stories: 'Maisy's bathtime' (Lucy Cousins), 'Get out of my bath!' (Britta Teckentrup), 'Who's in my bath?' (Sylvie Jones)

DRUMMERS ON PARADE from *Pat-a-Cake, Make and Shake* published by Collins



Drum, drum, drum!
Hear those marching feet
* * * *
Keeping to the beat!

Drum, drum, drum!
Marching round & round
* * * *
Going into town!

Drum, drum, drum!
Marching to and fro
* * * *
Watch them as they go!

Drum, drum, drum!
Marching far away
* * * *
Back another day.

You will need: drums, tambours, tambourines, cardboard boxes, upturned buckets and sticks/wooden spoons/chopsticks as drumsticks

Leading the activity

- Ask children if they've watched people marching? What can they tell you about stepping patterns, arm swinging etc.
- Model singing the song and improvising on a drum or similar, to fill the third (silent) line
- Invite children to join in singing the opening line of each verse as you perform the song
- Encourage a group to improvise drumming sounds for the third line of each verse
- Can children suggest why verse 4 might be sung more quietly?

Developing creative ideas through the holistic framework

- Watch a video of a marching band; ask children to match the walking pace, or tap the pulse
- Watch video clips of other drumming styles e.g. Taiko, djembe, drumkit
- Use the song to introduce a dynamic contrast in verse 4
- Use the song for creating travelling movements: i.e. marching...
 - V1: all around the space
 - V2: round in a circle
 - V3: to the edges of the space
 - V4: tiptoe marching on the spot
- Make/find drums out of junk containers and enjoy playing them.



ACTIVITIES FOR SCRUNCHIES

PIRATES, PULL AND PUSH

Treasure to find!

Sing to the familiar tune: Polly put the kettle on

v1: Pirates, row across the sea

Pirates, row across the sea

Pirates, row across the sea

To search for **gold!**

v2: Push the oars and pull them back

Push the oars and pull them back

Push the oars and pull them back

We've found the **gold!**

Teaching the activity

- Talk with children about pirates, focusing on treasure!
- Practise rowing actions to a steady pulse (strong beat), leaning forwards with arms outstretched and then leaning back, to bring hands to waist level with elbows sticking out.
- This song is best performed sitting down. Ask a child to nominate the first item of treasure and sing about this in verse 1, rocking the Scrunchie from side to side like the waves of the sea. Don't waste time and effort aiming for a uniform rocking direction, the odd 'collision' will amuse the players!
- In verse 2, follow the rowing action as dictated by the lyrics. Change the looked-for treasure in subsequent verses and encourage unlikely items e.g. pizza

Developing creative ideas through the holistic framework

- Invite children to bring in their pirate toys, ships, books and dressing up articles for a display.
- Once the game is familiar provide different contexts for the pirates' expedition, to vary the vocabulary, for example, the pirates plan a long voyage so sing about what would be needed... *food, water, clothes, maps, rope...a parrot?* Other less serious ideas might be for items needed for a surprise birthday for the captain: *'Pirates, row across the shops,'* or a visit to the North Pole to visit Santa Claus: *'Pirates, row across the ice,'* and let your collective imaginations run riot!

DANCING IN THE RING Calypso rhythms for dancing (add spoken: 'stamp, stamp', in the rests)

Now Mais-ie's danc-ing in the ring

ring, Oh Mais- ie, ask a friend to come in

Now two can do a danc-ing show

Now two can do a danc-ing show, Oh Mais- ie, now it's time for you to go!

V2: Now two can do a dancing show (stamp, stamp)

Now two can do a dancing show (stamp, stamp)

Now two can do a dancing show, oh, Maisie

Now it's time for you to go (stamp, stamp)

Leading the activity

- Talk with children about their dancing experiences. Do they watch 'Strictly' or attend classes?
- Make sure that children know that any dance moves i.e. jiggling on the spot is acceptable.
- Explain that one dancer, performs in the centre and invites a friend to join in. Try modelling this interaction pattern with a child or another adult.
- Make sure that 'invitations' to dance are distributed fairly and are as inclusive as possible.
- Ask the Scrunchie holders to 'move' to reflect the bouncy, calypso rhythm and stamp when indicated.

Developing creative ideas through the holistic framework

- Children positioned round the circle should be just as creative as the soloists. Encourage players to let go of the Scrunchie with one hand and add arm and turning movements to their performance.
- Invite a small group to play maracas or shakers to accompany the dancing
- Use a variety of listening music to encourage responses through physical movement and dance

SING A SCRUNCHIE Call and response with solo singing

Who's hold-ing yell - ow? I'm hold-ing yell - ow. Who's hold-ing blue stripes? I'm hold-ing blue stripes.

Who's hold ing red spots? I'm hold ing red spots. Let's sing some more! Let's sing some more!

Who's holding yellow? *I'm holding yellow*
 Who's holding blue stripes? *I'm holding blue stripes*
 Who's holding red spots? *I'm holding red spots*
 Let's sing some more! *Let's sing some more!*

Teaching the activity

NB: The 'cuckoo note' interval is crucially important for developing pitch awareness in young singers. This activity is based almost entirely on that interval

- Sit in a circle so that pairs of children share each section of the Scrunchie. Talk with children about the characters, objects and patterns seen on the different fabrics.
- Demonstrate by modelling a sung question and the answer about the fabric piece you're holding: e.g. 'Who's holding butterflies? I'm holding butterflies.' Move to take up a different position round the circle and sing another question and answer that reflects the new design in your hands: 'Who's holding yellow stripes? I'm holding yellow stripes'. Repeat as necessary so that everyone understands the structure of the song and recognises the response pattern.
- Having two children on each section means that they can respond with a 'buddy'. Make it clear that all responses are acceptable, because: some children may speak their line.
- Begin with a general sung question to invite responses from all or most players e.g. 'Who's holding the Scrunchie? Who's holding red?' 'Who's holding an animal? encouraging children to sing the echoed 'Let's sing some more!' after each verse.

Developing creative ideas through the holistic framework

- Children will be positioned differently round the Scrunchie each time you play, so they'll sing a range of responses.
- Once the pattern is firmly established, try other approaches, such as: 'Who's **next to** yellow?' or 'Who's **opposite** pink flowers? Try more sophisticated questioning: 'Who swims in the sea?' or 'Who has a tail?' so that children 'identify' closely with their pattern or character.
- Encourage confident children to invent and sing questions, too!
- Have a small Scrunchie for independent exploratory musical play.

ACTIVITIES FOR LYCRA SHEETS OR PARACHUTES

BOUNCE BEZULAH

Bounce Be - zu - lah up to town, Bounce Be - zu - lah up to town,
Bounce Be - zu - lah up to town, bounce her up and bounce her down!

Bounce Bezulah up to town (x 3)
Bounce her up and bounce her down

Bounce Bezulah in the sea....
She'll come bouncing back to (me)

Bounce Bezulah in the air ...
Let the wind blow through in her (hair)

Bounce Bezulah to the moon....
She won't get back very (soon)

Bounce Bezulah to and fro
Round and round and round she'll (go)

Bounce Bezulah to the sky
Like a bird she'll flap and (fly)

You will need: A soft toy and a Lycra sheet or parachute

Teaching the activity

- Choose any soft toy and introduce him or her, as Bezulah (a non-gender specific name).
- Allow some free play, bouncing the toy on the sheet.
- The song focuses on rhyming pairs so play some rhyme games to introduce the idea
- This is a boisterous activity so expect Bezulah to bounce off the sheet at regular intervals! As you reach the last line of each verse, pause before the last word to see if children can supply a rhyming word e.g. *up to town/down... in the air/hair ... to and fro/go ... in the sea/me ... to the moon/soon... to the sky/fly*

Developing creative ideas through the holistic framework

- If you have a child brings a cuddly/comfort toy to school, ask if their special toy could be Bezulah?
- As time goes on, you may find that players manage collectively to bounce the sheet on the pulse
- Co-create new verses from these starting points, adding rhymes e.g.

Bounce Bezulah into school ... on a train ... down the slide ... in a dream



HOP LITTLE FROG

Co-create a hoppy, boppy frog song



Teaching the song

- Introduce the bean frog and ask some simple questions about his life, encouraging imaginative answers: *What's his name? Where does he live? What does he eat?* including nonsense questions, too: *What's his favourite television programme? What's his brother's name? Where did he go on holiday?* This might be a useful exercise to elicit whole sentence responses, but if answers are short e.g. 'fish and chips', expand them, modelling them as sentences: *What does he eat? He eats fish and chips!*
- When you introduce the singing game. Ask a new question before you sing a fresh verse, beginning with his name and then incorporate the response into the third line.
- Construct the frog's life story through further questioning and be prepared to accommodate long answers as best you can: *Where did he go on holiday? He went to Disneyland, Florida!*
- Expect the frog to be bounced off the sheet frequently – it all adds to the fun!

Developing creative ideas through the holistic framework

- After a few verses, stop the song and ask children to help you remember the order of co-invented 'frog facts' ... a useful memory-building game
- Once the song game is established, invite children to invent their own questions and then nominate someone a friend to supply the answer.
- Once a 'story' has been co-created, it could be transferred to mark-making activities such as a sequenced cartoon strip or Z-book.
- To vary, play the game, using other 'cuddlies' or soft toys.
- Encourage children to use a small Lycra sheet, blanket or pillow case to lead the activity themselves.

SINGING CIRCLES eBook

The eBook 'Singing Circles' with recordings and teaching notes is freely available from your Music Hub's website. If you experience any difficulty accessing the material, please email me at suemusicconsultant@gmail.com