



FREE RESOURCES FOR SCHOOLS & NURSERIES RETURNING FOR THE END OF SUMMER TERM

WHEN SCHOOLS & NURSERIES RE-OPEN IN THIS STRANGEST OF WAYS FOR TEACHERS AND CHILDREN ALIKE **WE ARE GOING TO NEED MUSIC**. INDEED SECTION 11 OF THE GOVERNMENT PLANNING GUIDE FOR PRIMARY SCHOOLS STATES:

“THE NEW PRIORITIES FOR YOUNG CHILDREN AT THIS TIME ARE...SPEAKING AND LISTENING...”

AND

“SINGING...WILL HELP ALL CHILDREN TO SOCIALISE AND RESETTLE”

WE BELIEVE THAT **ALL MUSICAL ACTIVITIES** WHICH THE CHILDREN AND TEACHERS CAN DO TOGETHER WILL HELP, **NOT ONLY SINGING**. THIS RESOURCE IS A HANDFUL OF **NEW MUSICAL IDEAS AND GAMES FOR ALL CHILDREN WRITTEN SPECIFICALLY TO TRY AND HELP** IN ONE SMALL WAY AT THIS DIFFICULT TIME.

HARMONY’S MUSIC CLUB HOPES THAT EVERYONE ENJOYS USING THIS MATERIAL. IF YOU HAVE ANY QUERIES OR COMMENTS PLEASE CONTACT US AT HARMONYSMUSICCLUB@GMAIL.COM





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All accompanying music can be found on the HMC-Free Resources – Schools & Nurseries playlist on Harmony's Music Club's YouTube Channel: [YouTube Link](#)

Each activity is guided so please don't panic! There is a demonstration video for Copy-Cat Clapping on the YouTube channel. This material is accessible for ALL children with only some minor adjustments where necessary.

In light of the current situation, none of these activities require musical instruments. However, some instrument suggestions are made and these are: claves (or felt-tip pens), shakers/maracas, drum (or tabletop). Deliberately no pitched percussion instruments are included, but you could use them for Cuckoo Clock and Big Ben Chimes.

Harmony's Music Club has 30 cross-curricular Musical Adventures for children aged 2-6. These are currently being uploaded to the website. 10 Adventures for Christmas term 2020, including Christmas, Fireworks/Diwali, Harvest, Little Soldiers/Remembrance Day and Halloween will be available for schools & nurseries at the start of June.





INSTRUMENTS:

Claves/Felt-tip pens

MUSIC:

Cuckoo Clock – Harmony's Music Club

OBJECTIVE and MUSICAL FOCUS:

Minor 3rd interval
Finding the beat
Singing
Improvisation
Rests
Call and response

PROPS:

FURTHER TOPICS:

Telling the time
Counting
Harmony's Music Club -
Birds
Harmony's Music Club -
Clocks

RETURN TO SCHOOL

ONE: THE CUCKOO CLOCK

ASK: What is a cuckoo clock? Why does it cuckoo? Can you pretend to be a cuckoo? 1..2..3.."cuckoo". Let's it together or we might get the time wrong!

ASK: Now can you be a quiet/loud/sleepy cuckoo? Mix these ideas up with different emotions. Ask how they are feeling and to sing cuckoo in that way too.

ASK: When I say cuckoo, can you say cuckoo back? Mix up how many cuckoos you sing and how loudly and at what pitch for a fun game. Do they sing the right number back? Do they imitate? Encourage them to if not.

ADDITIONAL: play guess the time by how many cuckoos you sing.

ASK: Can you create the cuckoo clock's tick-tock? How many different ways can you do that? Suggestions: tap pens/claves together, tap them together then the desk to get two tones, clap then pat legs, say tick tock, make a tick tock sound with the mouth, etc. Encourage them to find two pitches as in the music.

PLAY the music. Make sure to sing and play along playing the tick-tock rhythm with your instruments/body percussion. Can they stop the tick tocks for the cuckoo? **ASK:** Can you sing the right number of cuckoos for the time in the song? Play as many times as you like.

ASK: Do you think that the tick tock in the music is the same speed as the second hand on a real clock? (It is!) Can you sit quietly and guess how long a minute is?





INSTRUMENTS:

Pitched percussion if available - low C-F-G-A as 1-2-3-4 (not essential).

MUSIC:

[Big Ben Chimes 12](#)

OBJECTIVE and MUSICAL FOCUS:

Relative pitches
Patterns
Singing
Numbers
Actions
Teamwork

PROPS:

FURTHER TOPICS:

Telling the time
London
Create the chime with pitched instruments if available.
Houses of Parliament -
Gunpowder plot
Harmony's Music Club -
London
Harmony's Music Club –
Clocks
Harmony's Music Club -
Fireworks

RETURN TO SCHOOL

TWO: BIG BEN ACTION GAME

Big Ben's 12 chime has four pitches/notes. Here each of these notes is numbered 1,2,3 or 4. The lowest chime is 1, and the highest is 4. Numerically the chime pattern is: 2-4-3-1, 2-3-4-2, 4-2-3-1, 1-3-4-2.

PLAY the music.

ASK: does anyone recognise this? Did you count how many times the clock chimed at the end?

PLAY again. **ASK:** Can you sing along with Ding-Dong-Ding-Dong?

GAME 1

ASK: Can you think of 4 simple actions? For example 1 = stamp, 2 = clap, 3 = stand on one leg, 4 = say woosh etc. Encourage suggestions. All decide and allocate each action a number between 1-4 so that you can do an action chime pattern.

ASK: Can you remember which action goes with which number? Have a game shouting out the numbers for the actions.

PLAY the music with the actions. Try playing, doing the actions and singing. Repeat.

GAME 2

ASK: Touch the lowest thing you can, something higher, higher again and as high as possible. Number them 1,2,3,4 as above.

ASK: Can you remember which height goes with which number? Have a game shouting out the numbers for the actions.

PLAY the music with the actions. Try playing, doing the actions and singing.

NB When doing this with the music remember to shout out/write up the numbers or have a colour coded pattern.

Variation: Stay still/quiet on different numbers on different repetitions.





INSTRUMENTS:

Shaker/Maraccas (not essential)

MUSIC:

5 Little Tube Trains –
Harmony's Music Club.

**OBJECTIVE and
MUSICAL FOCUS:**

Singing
Counting
Safety
Exploring sound effects
Dynamics
Singing at different speeds

PROPS:

FURTHER TOPICS:

Song of the Train - David McCord
Transport
Safety – red and green lights
Harmony's Music Club –
Trains and Buses
Harmony's Music Club -
London

RETURN TO SCHOOL

THREE: 5 LITTLE TUBE TRAINS

ASK: have you been on a tube train? What was it like? How is a normal train different? They have a phrase – mind the gap. Do you know why?

ASK: can you create the sound of a tube train on the tracks using [instruments,] your body or your voice? How about actions? Can you make the tube train sound like it's coming closer? Moving away? How about slowing down and speeding up? Play with these ideas. Describe a train coming into the station and slowing down and getting louder ... stopping ... Off it goes again ... getting faster and quieter ... as they make the sounds.

PLAY the music. Sing along with train noises and actions. Line 3 changes throughout. The last line changes in verse 5.

[1]/[2]/[3]/[4]/[5] little tube[s] train going round the track
Collecting all the passengers. **Mind the Gap!**
Collecting the grannies and the office workers too
'Til it's all full up and now we need [2]/[3]/[4]/[5]

Verse 2:

...Collecting all the dads who put their children on their knees

Verse 3:

...Collecting all the tourists as they rush through the door

Verse 4:

...Collecting all the husbands and don't forget their wives

Verse 5:

...Stopping at the red lights... And going at the green
Now how many tube trains have we seen?





INSTRUMENTS:

Body percussion
Shaker/Maracas (not essential)

MUSIC:

Trust In Me
Street Snake Charmer
Pungi Snake Charmer

OBJECTIVE and MUSICAL FOCUS:

Exploring the voice
Tempo
Singing
Dynamics
Attentive listening
Linking voice and movement

PROPS:

Snake to colour in and move to the music

FURTHER TOPICS:

India
Reptiles
The Zoo
Harmony's Music Club - Zoo

RETURN TO SCHOOL

FOUR: SNAKE CHARMING

PREP: Assuming they haven't got their own scissors, cut the snakes out and attach the thread to the head of the snake beforehand. A good time to colour-in is after Trust In Me.

EXPLAIN: that the snakes are special friendly musical snakes. Once coloured in they will transform into musical snakes which love snake charming music. But first we need to learn to talk to our snakes.

ASK: How would you talk to a snake? Can you sound like a snake? How do snakes hiss? Smoothly [demonstrate long hiss] or bouncy [demonstrate several short bouncy 'ss']? Can you do that? Can you make it sound [angry/happy/sleepy/silly]? Whose snake hisses the quietest/loudest/longest? [Replicate with maracas]

ASK: Use one hand and arm to make a moving snake. [Hold your maraca in your moving hand.] Can it sit up and lie down [demo]? Can it hiss while sitting up and lying down? How might its hiss change as it goes up and down? [change the sss to a zzz and sing higher and lower as it sits up and lies down to demonstrate].

ASK: Copy my arm snake. Can you sing higher when it's up and lower when it's down? Raise and lower your arm at different speeds for them to copy. Pretend to conduct as a snake.

PLAY: Trust In Me

ASK: What was the music like? Jumpy? Slidey? Smooth? Sharp? Is that like how a snake moves?

ASK: Has anyone seen a snake charmer? **Watch Street Snake Charmer video.** The instrument is a pungi - made from a gourd.

PLAY the Pungi Snake Charmer. Move the snakes to the music.





INSTRUMENTS:

Clapping or tapping on something.

MUSIC:

There are two demo videos:

Rhythms A, B, C, D
Singing and Clapping

OBJECTIVE and MUSICAL FOCUS:

Following instructions
Attentive listening Rhythm
Leading
Division of beat
Counting
Singing
Teamwork

PROPS:

FURTHER TOPICS:

RETURN TO SCHOOL

FIVE: COPY-CAT CLAPPING

Have visible hands and clap/tap loudly. Set a steady beat with your foot and explain that this is the beat, that you will clap and they will copy. At first, to show it is their turn, gesture to them.

ASK: how many claps can we fit in a beat?

One by one add more claps to each beat. It will go (X = teacher clap, X = children clap) See demo video where the beat is played on the claves.

	Beat 1	Beat 2
A	X	X
B	XX	XX
C	XXX	XXX
D	XXXX	XXXX

Count how many claps you manage each time. Repeat each rhythm as much as you like before adding more claps.

ASK: How can we fit more claps in? (slower beat). Try it!

ASK: What if we speed up? Try again - it will fall apart!

ASK: who wants to lead?

Next clap and sing using rhythms A, B and D. Try Hickory Dickory Doc for A, Baa Baa Black Sheep for B, Incey Wincey Spider for D. See the demo video with 2 people.

Variations

Always keeping the beat going:

1. sporadically change the volume of your clapping – this can be really fun;
2. pass a rhythm around the room (teacher-child-child-). Does your starting rhythm get passed back to you? If you are stuck for ideas, clap the rhythm of the children’s names. **ASK: who wants to lead?;**
3. alternate clapping, actions and noises such as clap-stamp, side clap, stamp-ssh, two claps-leg pat etc. **ASK: who wants to lead?**





INSTRUMENTS:

Drum/Tabletop

MUSIC:

[Scotland the Brave](#)

[Scotland the Brave Video](#)

**OBJECTIVE and
MUSICAL FOCUS:**

Finding the beat

Dynamics

Exploring the voice

Attentive listening

Moving in time

PROPS:

FURTHER TOPICS:

Around the world

Soldiers

Harmony's Music Club -

Remembrance

Day/Soldiers.

Harmony's Music Club -

London

Make bagpipes - see

[www.harmonysmusicclub.c](http://www.harmonysmusicclub.com)

[om](http://www.harmonysmusicclub.com) or [HMC Makes](#)

[Bagpipes - YouTube](#)

RETURN TO SCHOOL

SIX: MARCHING AND TABLETOP DRUMMING

PLAY [Scotland the Brave](#).

If they start clapping, stamping, marching on the spot, moving freely Let them.

ASK: Do you know what the instrument is? Have you heard it before? Do you like it (some children cover their ears!)? What was it like? Could you hear the drone - the hmmm sound? How do you think it is played?

ASK: Can you make a bagpipe drone? Sometimes bagpipers need to flap their arm like a chicken to keep the air going into the instrument. Can you do this while droning?

EXPLAIN: To play the bagpipes in this piece (The Scottish Great Highlands Bagpipes) the piper has to blow into a bag rather than flapping. They sometimes play and march. [Watch the Scotland the Brave Video](#). The Scottish Great Highlands Bagpipes spread around the world with the British Empire and militaries in India, Hong Kong, Canada and Oman and other places use them.

ASK: [Let's now practice marching and drumming](#). Do it loudly, quietly, on the spot. Don't forget the drone!

Play the music again. There are 4 verses.

Verse 1: march/drum lightly on the spot;

Verse 2 (drums enter): march/drum heavier clockwise if you have the space;

Verse 3 (other instruments start): march/drum heavier still, anticlockwise if you have the space;

Verse 4 march/drum on the spot lighter and lighter then stop as the music fades away.





INSTRUMENTS:

MUSIC:

- Saint-Saens
- J.S. Bach
- B. Britten
- G. Fauré
- F. Kreisler
- S. Rachmaninoff
- E. Elgar
- E. Bridge

OBJECTIVE and MUSICAL FOCUS:

- Attentive listening
- Thinking about our emotions
- Thinking about others
- Major/minor keys
- Singing

PROPS:

Emotion faces template included

FURTHER TOPICS:

- String instruments
- The cello – here is a nice video: [The cello](#)
- Harmony's Music Club - Emotions and Feelings

RETURN TO SCHOOL

SEVEN: HOW ARE YOU FEELING TODAY?

Prep: Either use 4 emotion faces (happy, angry, sad, silly) to hold up at the front of the class, or let the children make their own simple lollypop faces like these:



ASK: How are you feeling today? Which face is closest to how you feel (you may need to describe them)? How do you think [insert name] is feeling?

ASK: Let's sing [demonstrate, to the tune of the Farmer's in His Dell and sing in the style of the emotion you're feeling]:

I'm feeling ... today, I'm feeling ... today, Ee-i-a-dee-o, I'm feeling ... today"

ASK: How else could we sing?

Explain: We are going to play a listening guessing game. All of the pieces are played on a cello.

ASK: Does anyone know what a cello is? It is a low-sounding wooden instrument with four strings.

PLAY a piece of music on the list.

ASK: Which face matches the music? They can hold up their own or point at yours. Stress that there is no right or wrong answer. Play at least 10 seconds. Repeat for the other pieces!

Adaptation: Use instruments/drum/tabletop and ask them to play them in different ways to express the different feelings while singing the song above.





