

MUSIC AT THE HEART OF YOUR KS1 CURRICULUM

CELEBRATIONS A UNIT OF WORK TO SUPPORT THE KS1 CURRICULUM

This unit of work based around six activities offers opportunities to deliver music as an integral part of the KS1 curriculum. The material can be accessed in any way that suits the practitioner: weekly sessions over a half term or a 'dip-in' approach. Many of the songs are set to familiar tunes, making the material completely accessible to non-music readers.

GREETINGS A song by Sue Nicholls

Familiar tune: Ring a ring o' roses

All: I am going to greet you,
'Cos I'm so pleased to meet you,
Leader: Shake hands,
All: Shake hands,
To say 'Hello'!

About the song

This song allows children to decide on ways to greet each other – the greeting actions can be conventional or unconventional

Preparation

Talk with the children about the ways in which people greet each other, asking them to show you examples.

Leading the activity

- Choose a child to be your partner, explaining that you will shake hands during the song.
- Sing the song, shaking your partner's hand on line 3 and inviting everyone to echo this line (line 4).
- Ask for another volunteer, explaining that this time you will perform a 'hi-five' together and sing again.
- Arrange everyone in pairs: tell them that they won't know which greeting action has been chosen until you sing it, so listening is crucial: remind the children to echo the sung line.
- When the song and the pattern are really familiar ask everyone to move away from their own partner on the last line and find someone new! This causes great hilarity as children scramble for new people to greet!
- Ask a confident child to lead the song: remember that the greetings don't have to be conventional e.g. *jump up and down, clap your hands, spin around...*

Working across the KS1 curriculum

PSHE	Conduct research about the actions that people use to greet each other across the world.
MFL	Learn to say 'Hello' in other languages: use the children's own cultural greetings if appropriate
Art & Design/ Design Technology	Design and make greeting cards: you might try to add moving parts e.g. waving arms, or tabs to reveal hidden messages

WELCOME from **The Handy Band** published by A & C Black

About the song

The song is aimed at any family who has a new baby: the easy waltz tempo really suits a rocking action.

The lyrics are set to a familiar tune

Preparation

- Involve any class member who has a new baby at home – they may be feeling a little unsettled by the new arrival. Change the words accordingly: *Jack has a new baby at his house.*
- Ask the parents to bring their baby to school for a 'welcome' performance.

Leading the activity

- Make sure that everyone knows the baby's name so that they can sing the relevant lines.
- Ask everyone to fold their arms and rock an imaginary baby as you sing.
- The children will quickly learn the words and join in with the whole verse.

Working across the KS1 curriculum

Literacy	Write invitations to the family, asking them to come to school to show their baby to the class.
PSHE	Enjoy sharing the Christening part of the story of 'Sleeping Beauty' Ask children to bring in photographs of themselves as babies to display. Hold a competition to see who can match each photo to the correct class member.
Design Technology	Design and make photo frames for photos of the new baby

FIREWORKS from **The Handy Band** published by A & C Black

About the song

Onomatopoeic firework sounds are used to convey the excitement of Bonfire night in this song with opportunities for improvised interludes on instruments or sound-makers.

The lyrics are set to a familiar tune

Preparation

- Talk about fireworks with the children including all-important safety issues. Are they only enjoyed on Firework night or have children seen them on New Year's Eve? Have any of them experienced indoor fireworks at parties or weddings?
- Make a list of all the firework names that children can recall.
- Have a collection of instruments and sound-makers available.

Leading the activity

- Sing the song and afterwards ask children if they can remember any of the firework words?
- Divide the singers into three groups: 1) poppers and bangers 2) whizzers and sizzlers 3) squeakers and squealers
- Sing again and ask each group to join in with their words.
- Once the song is established, ask 6 children in each group to choose an instrument or sound-maker to represent their 'sound'
- Explain the 'magic clock'. This is a simple device to give children a visible time-frame in which to play their improvised firework interlude. The leader stands with hands straight up above his/her head like a clock's hands set to midnight. The improvisation is played as one arm is moved round, like the minute hand and ends when the 'midnight' position is reached. The circular sweep is very easy for young children to understand and gives a very clear indication of the length of their improvised piece.
- After singing the song, ask each group to perform, using the 'magic clock' to conduct their firework soundscapes.

Working across the KS1 curriculum

Art & Design Prepare a backdrop of black or dark blue paper. Add a border and use the border edging to divide the display board into three sections i.e. 1) poppers and bangers 2) whizzers and sizzlers 3) squeakers and squealers. Ask children to create 3D firework models in any available materials e.g. Lego, junk modelling, fabric and display these in the appropriate section. Have percussion /sound-makers available near the display so that children can improvise firework sounds using the artwork as a musical 'score'.

History Research the facts behind Guy Fawkes and his thwarted plot!

DRAGON DANCE from **The Handy Band** published by A & C Black

About the song

The song has a 'call and response' structure. It celebrates the wonderful dragons seen at Chinese New Year festivals with amazing dragon masks and costumes worn by dancers, accompanied by bells, gongs and streamers.

The lyrics are set to a melody based on a 5-note (pentatonic) scale.

Preparation

- Show footage of a Chinese New Year Festival and a dancing dragon complete with mask, costume and music.
- Have chime-bar notes C D E G A and beaters available plus a selection of bells.
- Make wrist bands and attach plenty of coloured ribbons for dancers to wear.

Leading the activity

- Teach the two responses set to the words: '*in the street*' and sing the first verse.
- Gradually teach the remaining verses until everyone is familiar with the song. Add children's ideas for actions e.g. opening jaws.
- Ask a child to improvise a pattern on the 5-note pentatonic scale. The notes of the scale harmonise with each other, so improvising will always produce a pleasing accompaniment. Invite a small group to play bells, too.
- Appoint a dragon to wear the ribbon wrist bands and to dance around during the song.
- Encourage children to make up further verses

Working across the KS1 curriculum

Art & design	Design and make shimmering dragon masks with gold and silver paper, scraps of coloured fabric and ribbons.
RE/ PSHE	Celebrate Chinese New Year by designing the red envelopes that are filled with money to be given out at this season. Add the phrase <i>Gong Hey Fat Choy</i> to wish friends a Happy New Year.
Technology	Research the symbols of the animals used to denote each year in China. The 12 animals of the Chinese Zodiac are: rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog, pig. This year (2015) will be the year of the goat.

WELL DONE! HIP HOORAY! from **The Handy Band** published by A & C Black

About the song

The song is used to celebrate children's achievements and is particularly useful for circle time or assemblies. There is also scope for an improvised fanfare to be played after the song, for an added celebratory moment.

The lyrics are set to a familiar tune.

Preparation

Have a collection of hand-held percussion available.

Leading the activity

- This song will not need teaching: once the practitioner has sung it a few times to celebrate children's achievements, the rest of the class or school will know it
- Do allow a 'space' after '*...done today*' so that the child enjoying the limelight moment can either tell what he/she has done or show the outcome to the assembled group.
- Use the magic clock device to guide the fanfare (see also the notes for the FIREWORKS song in this section). Add a fanfare of percussion to limelight the named pupil or adult, using the 'magic clock'. This is a simple device to give children a visible time-frame in which to play their improvised fanfare. The leader stands with hands straight up above his/her head like a clock's hands set to midnight. The fanfare is played as one arm is moved round, like the minute hand and ends when the 'midnight' position is reached. The circular sweep is very easy for young children to understand and gives a very clear indication of the length of their performance piece.

Working across the KS1 curriculum

Speaking and Listening	Ask paired children to interview each other about their achievements practising appropriate questions to ask. Use plastic microphones for a touch of authenticity and record the interviews.
RE/PSHE/Technology	Research famous people who achieved amazing things e.g. inventors, doctors, sportsmen and women

CANDLELIGHT A song by Sue Nicholls

Familiar tune: Twinkle, twinkle little star

About the song

This song can be used to celebrate any light festival, such as Diwali, Hanukah, Advent or Christmas, simply substitute appropriate festival names as shown below:

Fill the world with candlelight

Christmas magic starts tonight! (or substitute an alternative festival e.g. **Hannukah, Diwali**)

Celebrate with us today,

Christus natus hodie [for Christmas] or **Candles light us on our way** (for other festivals)

Fill the world with candlelight

Christmas magic starts tonight!

Flames that flicker round the room

Bring us joy and banish gloom.

Celebrate with us today,

Christus natus hodie [or] **Candles light us on our way** (for other festivals)

Flames that flicker round the room

Bring us joy and banish gloom.

Lanterns fill this special place

Shine on every happy face.

Celebrate with us today,

Christus natus hodie [or] **Candles light us on our way** (for other festivals)

Lanterns fill this special place

Shine on every happy face.

Preparation

- Use real candles (if Health and Safety restrictions permit them) or fake ones with battery-powered flames: if neither is available, ask children to make model candles – 6 should be sufficient.
- Prepare a xylophone by exposing the notes C D E F G A - you will be able to have two players per instrument - and organise sets of Indian or jingle bells.
- Explain the Latin phrase: *Christus natus hodie* (Today Christ is born) if appropriate to your celebration.

Leading the activity

- Teach the outer sections of the first verse – these lines have the same words and melody then teach the middle lines.
- Teach the outer section melody by rote to xylophone players C C G G A A G F F E E D D C
- Ask a few children to each hold up a candle as appropriate to the number being sung about in the verse in each verse.
- Organise an instrumental group to play bells: one candle will need one bell sound to accompany the singing, two candles has two, and so on

Working across the KS1 curriculum

Art & Design Design and make paper lanterns with brightly coloured foil flames

Literacy Encourage children to create new outer lines by offering some rhyme pairs:
chime/time ... glow/snow ... sing/ring shine/mine ... share/care

RE/PSHE Discover how light is used in the worship and celebration of different faiths.