

MUSIC AT THE HEART OF YOUR KS1 CURRICULUM

CREATURES GREAT AND SMALL

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.

TINY CATERILLAR from **Bobby Shaftoe Clap Your hands** published by A & C Black

Familiar tune: She'll be coming round the mountain when she comes

About the song This song describes the life-cycle of a caterpillar and makes a perfect partner song to Eric Carle's story: **The very hungry caterpillar**. It suggests actions but it would be more engaging if children invented their own!

Preparation

- Read Eric Carle's story **The very hungry caterpillar**
- Find out what children know about the life-cycle of a caterpillar

Leading the activity

- Invite the children to share what they know about the lifecycle of a caterpillar.
- Sing the song adding the hand movements and encourage the children to copy the repeating lines and actions.
- Invite the children to choose different sound-makers for 'munch', 'wiggle', 'spin' and 'flap'.

Working across the KS1 curriculum

Literacy	Collect caterpillar and butterfly picture/story books: read Eric Carle's classic story The Very Hungry Caterpillar .
Science	Collect caterpillars and prepare a suitable environment so that children can study and observe them. Encourage children to take responsibility for providing the correct foliage and to record daily changes using flip cameras or iPads.
Art/Mathematics	Encourage children to paint one half of a folded A3 sheet using bright colours. Fold in half to transfer the design onto the other half and allow the open paper to dry. Refold and cut butterfly wing shapes through both thicknesses for a symmetrical pattern.
Dance	Invite the children to enact the lifecycle through movement.

A HEDGEHOG IS VERY PRICKLY

from **Bobby Shaftoe Clap Your hands** published by A & C Black

Familiar tune: One finger, one thumb keep moving

About the song

The song invites children to think of describing words for different animals.

Preparation

- Talk with the children about animals they know and encourage them to find words to describe them e.g. wriggly worm, tickly spider etc.
- Have a selection of instruments and sound-makers available.

Leading the activity

- Sing the first verse and ask the children to decide if 'prickly' is an appropriate word for describing a hedgehog. Repeat showing the actions and invite children to join in.
- Ask what words and actions they would choose for a spider... a fish ...a worm... and sing these new verses.
- Invite a few children to select sound-makers for each animal's movement e.g. a shaker for a tickly spider, a drum for an elephant etc.

Working across the KS1 curriculum

Literacy	Encourage children to make up animal stories and record them read out loud using 'talking buttons'.
Science	Make a collection of pictures/photos of animals and encourage children to sort these into insects, arachnids, mammals, birds.
PSHE	Talk sensitively with children about the animals that they find scary, encouraging them to be open about their feelings.
Geography	Have a map of the world and surround this with pictures of animals, pinning tapes or ribbons to connect places and creatures.

DINOSAUR PARADE from **PAT-A-CAKE, MAKE AND SHAKE** published by A & C Black

Familiar tune: Old MacDonald had a farm

About the song

This song is sung very slowly to suggest the ponderous movement of three dinosaurs. The line that would have had the original words: ***Here a moo, there a moo, ev'rywhere a moo, moo*** has no words in this version, allowing a gap for children to play improvised dinosaur sounds.

Preparation:

- Ask children to bring in model dinosaurs from home for a class collection.
- Make a display of dinosaur books, including scientific and story publications.
- Have a selection of instruments and sound-makers available.

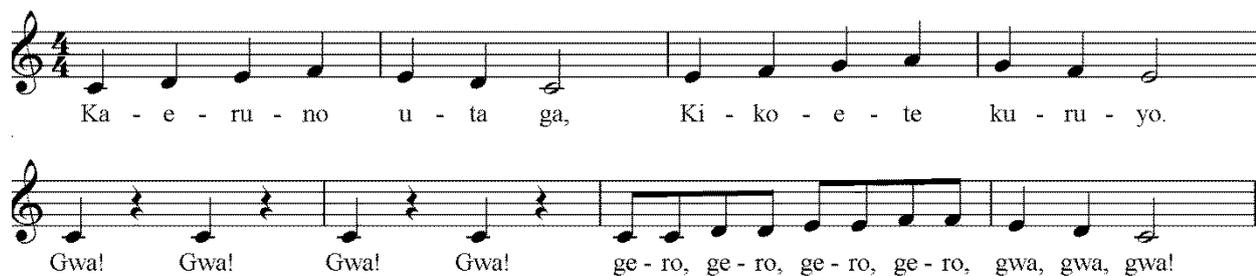
Leading the activity

- Sing the first verse, remember to keep the pace (tempo) nice and slow: play fists drumming on knees in the improvising 'space'.
- Invite a small group to choose instruments/sound-makers for the improvisation. Encourage children to join in with the singing especially on repeated lines.
- Ask another group to move to the song on the pulse, using slow, lumbering steps.
- Learn the remaining verses, choosing different sounds for the other dinosaurs.

Working across the KS1 curriculum

Dance	Watch footage of dinosaur films or cartoons to inform the children's movements.
Art & Design	Encourage children to make model dinosaurs; provide a range of junk materials, including large cardboard boxes.
Science	Conduct research on recent scientific findings e.g. the newly discovered Velociraptor

KAERU NO UTA A traditional Japanese song



Ka - e - ru - no u - ta ga, Ki - ko - e - te ku - ru - yo.

Gwa! Gwa! Gwa! Gwa! ge - ro, ge - ro, ge - ro, ge - ro, gwa, gwa, gwa!

About the song

This is a Japanese song about a frog, it can be sung as a round.

Kaeru no uta ga
Kiko ete kuru yo
Gwa, gwa, gwa, gwa
Gero, gero, gero, gero
Gwa, gwa gwa.



The words mean: *I can hear the song of the frog, gero, gero, gero, gero, gwa, gwa gwa.*

Preparation:

- Show Japan on a map of the world
- Find out what children know about frogs e.g. beginning life as tadpoles, developing gills etc.
- Provide untuned percussion instruments and a xylophone (or set of chime bars) with appropriate mallets/beaters.
- Have a 'frog' percussion instrument available (see above).

Leading the activity

- Sing the whole song and invite children to join with the last two lines: *Gero, gero, gero, gero, gwa, gwa gwa.*
- Ask a child to play the 'frog' instrument by scraping the spines along its back.
- Teach the song, line by line. Can children hear the upward/downward steps of the tune? As you sing mark the stepping pitch with your hand.
- Accompany the song by playing a chord (note cluster) C E G throughout.
- For a more challenging accompaniment, use the notes C D E F on the xylophone, removing the remaining bars. Invite the children to sing while you play the upward/downward stepping pattern: C D E F E D C throughout the song. Ask a confident child to play this melodic pattern. If using chime bars, simply isolate the four bars needed
- Try singing as a two-part round with frog and xylophone/chime bar accompaniment.

Working across the KS1 curriculum

Literacy	Read frog stories such as those found in the series: 'Frog and Toad' by Arnold Lobel or 'The Tale of Jeremy Fisher' by Beatrix Potter.
Science	Try keeping frogspawn in a tank, or, better still, the pond in your setting and encourage the children to record the development day-by-day, using flip cameras or written diaries.
Dance	Choreograph paired dances based on frog jumps

I GOT KICKED BY A KANGAROO Traditional Australian

I got kicked by a kan - ga - roo, I got kicked by a kan - ga - roo. Kan - ga, kan - ga

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roo, roo, roo, kan - ga, kan - ga roo, roo, roo. I got kicked by a kan - ga - roo!

About the song

This is an Australian song with lyrics based on humorous alliteration: each verse features an animal from that continent.

V1:

I got kicked by a kangaroo x 2
Kanga, kanga, roo, roo, roo x2
I got kicked by a kangaroo

V2: I got bitten by a bandicoot ...

V4: I got wobbled by a wallaby...

V3: I got pushed by a platypus...

V5: I got cuddled by a koala bear...

Preparation

- Show pictures of Australian creatures mentioned in the song: *kangaroo*, *bandicoot*, *platypus*, *porcupine*, *wallaby* and *koala* and talk about their characteristics. Have the children heard or seen any of these animals on television or in films?
- Bendigo is a city in the state of Victoria, so a map of Australia would be useful.
- Explain the literary device of alliteration and try out some alliterative tongue-twisters: e.g. *Around the ragged rock the ragged rascal ran! Peter Piper picked a peck of pickled pepper corn*

Leading the activity

- The melody is simple and catchy and children will join in very quickly, especially with the repeated 'Kanga, Kanga, roo, roo, roo,' lines.
- Sing all the verses and invite small groups to select and play percussion for each animal.

Working across the KS1 curriculum

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| Literacy | Invite children to make up more alliterative verses about other creatures, setting the challenge of choosing three-syllable names e.g. <i>I got bashed by a billy-goat... I got crushed by a crocodile.</i>
Read or tell stories about 'Kanga and Roo' from the Winnie the Pooh books by A. A. Milne. |
| Technology | Encourage children to research facts about these and other antipodean wildlife. |
| Art & Design | Study Aboriginal art and use the traditional patterns to inspire children to create their own. |

I'M A LITTLE YELLOW DUCK

SLN

I'm a litt - le yell-ow duck, quack,quack[quack, quack]and I swim ov - er there and I swimrightback.I'm a

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litt - le yell - ow duck, quack, quack[quack, quack]and I live in the park by the pond[quack, quack]

About the song

The song has short echoed lines and offers a useful template for creating new verses about other park 'residents' e.g.

I'm a little pink worm ... I'm a little green frog.... I'm a little silver fish.....

Preparation:

Have a range of instruments/sound-makers available.

Leading the activity

- Sing the song inviting children to join in with the repeated 'quack, quack' lines.
- Ask a small group to choose instruments to accompany the duck's quacks.
- Invite children to choose another park animal e.g. *mouse* and an appropriate movement or sound word e.g. *scuttle*: sing the new verse
- Repeat with other animals, birds, trees and plants... or even people:
'I'm a tall willow tree' swish, swish, (swish, swish) and I sway over here and I sway right back...'
'I'm a baby in a pram, wa, wa, (wa, wa) and point over here, and I point right back...'

Working across the KS1 curriculum

Literacy	Read stories from the ' <i>Percy the park keeper</i> ' series.
Science	Visit a local park and encourage children to record what they see by sketching or filming with flip cameras or iPads
PSHE	Design posters for the park noticeboard to encourage people to put litter in the bins
Geography	Make simple maps to show the location of local parks or even landmarks in the park e.g. tennis courts, paddling pools, statues, refreshment kiosks etc.