

# MUSIC AT THE HEART OF YOUR KS1 CURRICULUM

## FOOD AND FEASTS

### 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.

#### **A TASTY PANCAKE** from **The Handy Band** published by A & C Black

**Familiar tune:** She'll be coming round the mountain

#### **About the song**

The song describes the sequence of preparing and cooking a pancake using actions with spoken words and sound effects.

#### **Preparation:**

- Make a collection of utensils and pans plus the ingredients for making and serving a pancake e.g. milk, flour, eggs, sugar, lemon, spoons, bowl, sieve etc.
- Talk with the children about times when they have enjoyed pancakes. Were they for a special occasion? Were they eaten abroad? e.g. France (crêpes)

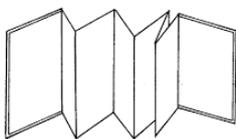
#### **Leading the activity**

- The song needs no formal teaching: children will pick up the pattern and tune very quickly.
- Play a Swanee whistle to accompany the 'Wheeeee' as the pancake is tossed into the air

#### **Working across the KS1 curriculum**

Literacy

Read or tell the traditional story 'The Giant Pancake'. Encourage children to retell the tale with cartoons and speech bubbles using a Z-book format.



Food technology  
RE

Design and make fillings for pancakes and enjoy a class Pancakefest!  
Talk about pre-Lent festivals around the world: e.g. Mardi Gras, Shrove Tuesday.

# NEVER SAY NO TO YOUR GREENS

words by Sue Nicholls

Never say 'No' to your greens (clap, clap)  
Like cabbage or spinach or beans! (clap, clap)  
So crisp and new and good for you!  
Never say 'No' to your greens! (clap, clap)

**Familiar tune:** Hickory Dickory Dock

## About the song

The lyrics endorse the idea that greens are good for us all. Substitutions can be made for 'cabbage' and 'spinach'.

## Preparation

Make a collection of fresh vegetables to show children (pictures would do), and try to include some less familiar examples too, e.g. artichoke, kohlrabi

## Leading the activity

- Sing the song inviting children to join in with the clapped rhythm.
- Play instruments instead of clapping.
- When the song is established, try leaving out the word 'No', making it silent (internalising)
- Substitute names other vegetables (not necessarily 'green' ones) for '*cabbage*' and '*spinach*' e.g. *carrots* and *parsnips* but retain '*beans*' to maintain the rhyming pattern.

## Working across the KS1 curriculum

Literacy	Enjoy sharing the traditional story of 'Jack and the Beanstalk' and retell as improvised drama.
Healthy eating	Go shopping for 'snack' vegetables e.g. carrot, cucumber, celery and pepper and help the children prepare them for sharing at morning break or lunchtime.
Art & Design	Experiment with vegetable and fruit printing.
Science	Germinate beans using jars and blotting paper so that children can observe and record the growth.
Mathematics	Keep weekly records of height/root length of each bean plant.

# PUDDING AND PIE

from **Pat-a-Cake, Make and Shake** published by A & C Black

**Familiar tune:** Little Brown Jug

## About the song

The song has a verse and chorus structure with lyrics that list a range of puddings, pies and desserts

## Preparation

- Make a list of children's favourite desserts.
- Find and show images of the puddings listed in the song.
- Provide a selection of wooden spoons and metal utensils as accompanying sound-makers.

## Leading the activity

- Teach the chorus line: *'Won't leave any on the plate, so my spoon goes scrape, scrape, scrape!'*
- Encourage children to choose and play sound-makers for *'scrape, scrape, scrape!'*
- Sing as a shared song: the practitioner providing the verses and children singing the choruses.
- Once the song is familiar, consider substituting other flavours of *'mousse, pie, jelly, tart and flan'*
- Try allocating verses to small solo groups.
- Create improvised interludes between verses using a range of paper plates, packaging and utensils as sound-makers.

# PICNIC BASKET

A song by Sue Nicholls

Picnic basket, what's in there?  
Lovely food for us to share!  
Some **juicy fruit** - a tasty treat!  
But what's that hiding underneath?

**Familiar tune:** Oats and bean and barley grow

## About the song

This is a song that requires some simple props (see preparation): the verses are dictated by what the children put in the 'picnic hamper'

## Preparation:

You will need a hamper or basket covered with a cloth and images of picnic foods cut out and stuck on to paper plates – about 8 would suffice.

## Leading the activity

- Involve children in the choosing, cutting and sticking of picnic fare pictures on to paper plates.
- Make sure that everyone know the names of the different food offerings e.g. bacon quiche, samosas, coleslaw etc.
- Ask a child to place and order the plates in the hamper.
- The leader sings verse one, opening the lid of the hamper as he/she sings '*... for us to share*'. A child picks up the top plate and says, or sings, the chosen food e.g. '*a pizza slice*'. The practitioner continues the rest of the song. Repeat with other children until the hamper is empty then sing '*There's nothing hiding underneath!*'
- As children become familiar with the song they will start to join in with all the words.
- Accompany the song with paper plates, flicked, banged together, scraped, scratched etc.

## Working across the KS1 curriculum

Literacy	Enjoy reading 'The Winter Picnic' from the 'Old Bear series of stories by Jane Hissey and encourage children to make up, tell and write their own teddy bear picnic stories.
Food Technology/PSHE	Plan, shop for and prepare a Teddy Bears' picnic incorporating everyone's food preferences
Design Technology	Design wrappers/covers for paper beakers and use them for drinks at the picnic.

# **MILK SHAKE** A song by Sue Nicholls

Now here's some milk and **fruity bits**  
We'll whizz them 'til they're creamy  
Milk shakes, here they come!  
Milk shakes, yum, yum, yum!  
Milk shakes, in my tum!  
We'll whizz them 'til they're creamy.

**Other verses:** (change line one) *...and cold ice cream.... ...and syrup, too... ...and choc'late sauce...*

**Familiar tune:** There was a farmer had a dog (BINGO)

## **About the song**

This song has straightforward lyrics about milk shakes and the ingredients that can be used.

## **Preparation:**

- Make sure that everyone understands the term 'milkshake'
- Find out what flavours the children like most
- Acquire some small wire whisks (balloon whisks) and plastic bowls for sound-makers.

## **Leading the activity**

- Sing the song, inviting children to join in with the repeated '*milk shakes...*' lines.
- Continue with the other verses then ask for fresh ideas from the children.
- Ask a small group to create an accompaniment by rotating the whisks in the bowls.
- Ask for really silly ingredients e.g. wiggly worms, slimy slugs for a humorous version,

## **Working across the KS1 curriculum**

Literacy	Write a set of sequenced instructions for making a milk shake.
Food technology	Design and bake biscuits to accompany milk shakes.
Mathematics	Conduct a survey of favourite milk shake flavours and use the data to make a graph.

## **SPUD RAP** A chant by Sue Nicholls

Pick a potato; pick a spud	<i>Mime picking up a potato</i>
How will you cook this lovely grub?	<i>Wag index fingers</i>
Bake it for its crunchy skin?	<i>Hands open and close like chewing jaws</i>
Then stir grated Cheddar in!	<i>Stirring action</i>
Chips are tasty - just a few!	<i>One hand is the bag; the other dips for chips</i>
Slice some spuds on top of stew.	<i>One hands chops on the other palm</i>
Grate them for potato cakes,	<i>Hold one hand vertically; other knuckles grating up and down</i>
They're the sort my Granny makes!	<i>Hold frying pan handle; other hand flips cakes over</i>
Boil them up for creamy mash	<i>One hand held flat, the other fist mashes</i>
Add some butter - just a dash!	<i>Mime scooping a spoon and flick the butter off</i>
Sunday lunch will be a roast	<i>Rub tums hungrily</i>
That's the way I like them most!	<i>'Triumph' fists in the air</i>
Pick a potato; pick a spud	<i>Mime picking up a potato</i>
How will you cook this lovely grub?	<i>Wag index fingers</i>

### **About the rap**

A celebration of the humble spud, listing the many ways in which it can be served

### **Preparation**

- Ensure that children are familiar with the different potato dishes mentioned in the rap.
- Find out children's favourite ways of eating potatoes.

### **Leading the activity**

- Perform the rap line by line with actions, asking the children to echo you.
- Repeat this several times until the children are familiar with the lyrics.
- Once the pattern is established, try allocating pairs of lines to small solo groups

### **Working across the KS1 curriculum**

Mathematics	Order a collection of baking potatoes by estimate, then weight.
Art & Design	Experiment with potato prints on large sheets of paper to provide a backing for a display. Encourage children to photograph the meal (see below) using flip cameras or iPads and print images to be mounted on the potato print backing paper.
	Design a border for a menu for the shared lunch (see below)
Healthy Eating	Prepare a shared lunch. Microwave small potatoes, adding healthy toppings devised and made by the children e.g. yoghurt, low-fat cheese spread, chives, baked beans, coleslaw etc.