

MUSIC AT THE HEART OF YOUR KS1 CURRICULUM

PEOPLE WHO HELP US

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.

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

Familiar tune: There was a farmer (BINGO)

About the song

A song that encourages children to recognise and celebrate helpful people in their school community

Preparation: make a list of adults working in school

Leading the activity

- Talk with the children about people who support the life at their school and nominate one person and something they do to be the focus of the song e.g. *Mrs. Holmes, mixes paint*
- Model the song, encouraging the children to join in with the repeated lines name and the job. Sing more verses using other adults' names and jobs.
- Celebrate people who support the community outside school and change the words accordingly:

Let's think of someone that we know who works in town to help us....

Let's think of someone that we know who grows the food to help us ...

Let's think of someone that we know who drives around to help us...

Working across the KS1 curriculum

Literacy	Encourage the children to design 'certificates' to honour each 'helper'
Art and Design	Make portraits of helpers in varying media
RE	Conduct research about famous people who devoted their lives to helping others e.g. Mother Teresa, Dr Barnardo
Geography	Plot helpers' location e.g. shops, the police station etc. on a large scale map: make maps of the school and plot 'stations' or rooms where helpers work.
PSHE	Encourage children to keep a class helper's diary/wall plan of 'good deeds' to help others in and out of school.
Music	Ask three groups to sing one of the repeated lines in each verse. Invite two other groups (a) and (b) to play the rhythms of the two halves of the repeated lines using hand-held percussion: (a) <i>Mrs Holmes</i> (b) <i>mixes paint</i>

BUILDER a pentatonic song



Build - er, build - er, what do you do? I build hous - es, just for you.

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Build - er, build - er, what do you need? Bricks and tim - ber, yes in - deed.

(Call) **Builder, builder**
What do you do?

(Response) *I build houses*
Just for you

(Call) **Builder, builder**
What do you need?

(Response) *Bricks and timber*
Yes, indeed!

About the song

Builder uses a pentatonic scale of 5 notes C D E G A, missing out F and B. The song can be sung in a 'call and response' style in two groups. Lines 1, 3, 5, 7 can be changed to accommodate any occupation.

Preparation

Work with children to compile a list of helpful occupations e.g. police, hairdresser, nurse, doctor etc.

Leading the activity

- Model the song and then teach it line by line.
- Once the material is secure, invite children to sing the response lines
- Divide into two groups and sing as 'call and response'
- Change lines 1, 3, 5, 7 for alternative occupations – no rhyming pattern needed e.g.

Farmer, farmer
What do you do?

I grow barley
Just for you.

Farmer, farmer
What do you need?

Plough and tractor
Yes, indeed!

Working across the KS1 curriculum

Speaking and listening

Talk about items needed for a range of jobs, substitute these for new occupations e.g. *baker... flour and yeast*

Music

Remove B and F bars from a xylophone and invite children to improvise patterns as an accompaniment to the song.

POSTMAN'S KNOCKING from **Bobby Shaftoe Clap Your Hands** published by A & C Black

Familiar tune: Polly put the kettle on

About the song

The postman wanders around the group carrying a sack of small toys. A few children play claves or woodblocks for 'rat-tat-tat'. In verse two the postman offers the bag to the nearest child who dips for a toy and everyone sings about her gift from the postman!

Preparation

Gather a few pairs of claves or woodblocks and a drawstring bag sack. Ask the children to help you choose ten toys or small items for the postman's bag.

Leading the song

- Explain that the postman in the song brings toys, not letters.
- Model the first verse, asking some children to play the selected wooden percussion and everyone else to clap on '*rat-tat-tat*'
- As you sing the second verse, take the bag to a child and ask him/her to dip to find something. Ask the finder to say what he/she has found – then encourage everyone to sing about that object e.g. *Ishmael has a racing car*
- Choose a child to be the postman and swap percussion players frequently.

Working across the KS1 curriculum

Speaking and Listening	Talk with the children about the chosen items, using subtle questioning to elicit the fullest possible vocabulary e.g. ' <i>What have you brought, Lauren?</i> ' ' <i>A fish!</i> ' ' <i>It's a lovely fish, what colour is it?</i> ' ' <i>It's blue.</i> ' <i>Can you see it how it shines when it moves?... so that when you reach the dipping moment, hopefully some of the vocabulary input will be remembered: 'Freddie has a shiny, blue fish....'</i>
Literacy	Read Alan Ahlberg's 'The Jolly Postman' and encourage children to extend the tale in role play/drama.
Mathematics	Estimating/counting the number of objects would be needed to fill the sack and possibly its weight

MRS WASHALOT from **Pat-a-cake, make and shake** published by A & C Black

About the activity

This is a narrated story about a lady who won't have a washing machine! The recording has interludes where children improvise on reclaimed and junk instruments to match all the washing sounds. Practitioners can access this as a recorded narrative with sound effects from the CD, or read the story themselves and allow children to improvise the appropriate wash-day sounds.

Preparation

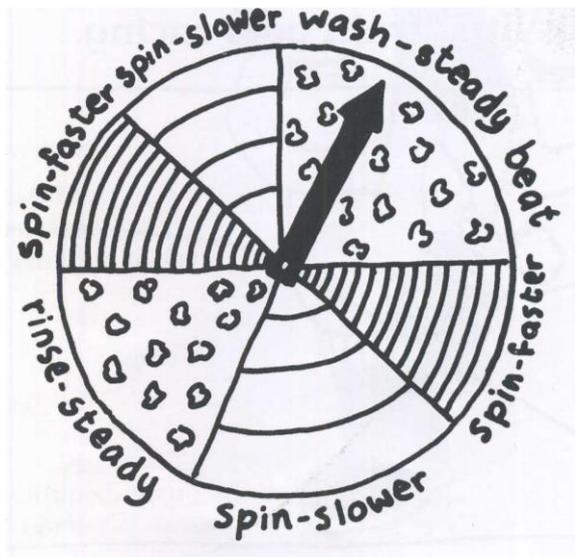
Make a collection of sound-makers including splishers (plastic bottles holding a little water), flappers (big envelopes) and shakers (little plastic pots with different shakable contents).

Leading the activity

- Find out how each child's family washing is organised: do they have a washing machine or use a laundry or launderette? Do they know anyone who does their washing by hand like Mrs. Washalot!
- Tell the story or listen to the CD track. Share any responses and then listen again, inviting children to play their chosen sound-makers in the 'gaps'.

Working across the KS1 curriculum

Art and Design	Make bubble prints: add soap powder to paint to change the texture.
Literacy	Read Alan Ahlberg's 'Mrs. Lather's Laundry' and compare the two stories.
Mathematics	Research the different 3D shapes used to package washing powder: rectangular prisms, cylinders etc.
Music	Work in groups to compose washing machine music and organise a sequence of sounds. Transfer these to a circular washing machine score.



OPEN WIDE! from **The Handy Band** published by A & C Black

Familiar tune: Little Brown Jug

About the song

The song has two parts, one is sung, one is chanted: this part involves a solo actor actions and actions

Preparation

Find a cuddly toy or puppet with visible teeth, such as a crocodile: you will also need a toothbrush and empty toothpaste box. Arrange the children in a circle and include an empty 'dentist's' chair.

Leading the song

- Talk about the children's teeth-cleaning routines, trips to the dentist and the Tooth Fairy's visits!
- Sing the song and when you reach the chanted section, invite a child to sit in the chair to execute the brushing actions on the toy or puppet, as described in the rap.
- Encourage everyone to join in with singing and chanting and make brushing sounds with body percussion e.g. rubbing hands together.

Working across the KS1 curriculum

Science	Find out about different animals and their teeth (a snail has 1400 of them!)
PSHE	Invite a dentist to talk about teeth and hygiene issues.
Design Technology	Design containers to hold the baby teeth for the Tooth fairy.
Literacy	Prepare Z-books so that the children can draw/write cartoon stories about the Tooth Fairy's visit.

HAIRDO a rap from **The Handy Band** published by A & C Black

About the rap

Hairdo is a chant offering performance opportunities that can be achieved in many different ways.

Preparation

Collect safety mirrors, clips, bows, slides and other hair styling devices suggested by the children.

Leading the rap

- Remind children that sharing combs, brushes etc. is not hygienic practice.
- Enjoy sharing hairdressing anecdotes or photos of the children and their families, with hairstyles from earlier times.
- Chant the rap, encouraging children to join in with the lines as they become familiar.
- Share ideas for performing e.g. groups chanting alternate lines, small groups taking responsibility for the chorus: use chairs, capes and mirrors to act out the scene in a hairdresser's salon.

Working across the KS1 curriculum

Mathematics	Encourage the children to collect data for a hair colour graph
Drama	Convert the role play corner into a hairdresser's or a barber's shop.
Design Technology	Design and make hairbands, gel pot labels or comb cases.
Art and Design	Plait different threads, textiles or fabrics to create interestingly textured collage.
Music	Use shakers (beads) and other percussion (claves for snipping scissors) to enhance the performance.