

# Adult-led Music EYFS Session

Theme: Clean Air, The Environment

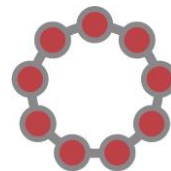
## Adult-led Music Sessions promote:

- Turn-taking
- Speaking/enunciating clearly
- Development of expression
- Developing vocabulary (topic-based) to use words to describe objects, actions and attributes
- Non-verbal rules of communication: Listening, Looking, taking verbal turns
- Practise of different sounds (c, g, f, h, s, r, w, l, f, th, sh, ch, dz)
- Use of pitch, volume and intonation to support meaning
- Vocalising
- Development of confidence

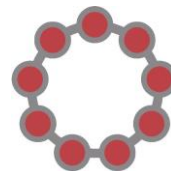
## Resources for this session:

Juggling scarves, instruments,

<p><b>Hello Song Warm-ups</b></p>	<p><u>Hello Song</u> To the tune of "The Farmer's in his Den" I'm glad you're here today, I'm glad you're here today, Everybody wave hello, I'm glad you're here today!</p> <p>....everybody bang the floor.....everybody tap your knees.....everybody shake about....</p> <p><i>Children can suggest actions for additional verses</i></p>
<p><b>Action songs</b></p>	<p><u>What can we do to look after our world?</u> (Tune: Drunken Sailor)</p> <p>What can we do to look after our world? X3 What can we do?</p> <p>We can pick up rubbish x3 That's what we can do.</p> <p>Walk to school every morning x3 That's what we can do</p> <p><i>Children can suggest ways to look after our world and add actions for each verse</i></p>
<p><b>Action songs with props</b></p>	<p>JUGGLING/CHIFFON SCARVES (or ribbons)</p> <p><u>1 and 2 and 3 4 5</u> <i>sing to an ascending, then descending melody, whilst shaking the scarves to show the shape of the rising &amp; falling melody)</i> 1 and 2 and 3 4 5, shake your scarf up very high (C C D D E E F G G A A B B C<sub>1</sub>) 1 and 2 and 3 and 4, shake your scarf down on the floor (C<sub>1</sub> C<sub>1</sub> B B A A G F F E E D D C)</p> <p><u>Pedal, pedal</u> (To the tune of Twinkle Twinkle) <i>Move scarves in a circular movement, like the wheels on a bike and responding to the different tempi (fast/slow)</i></p> <p>Pedal, pedal round and round Quickly over bumpy ground Balance on 2 wheels, or on 4 Hold on tight and ride some more. Pedal, pedal round and round.</p>



	<p>Quickly over bumpy ground</p> <p>Pedal pedal round and round Slowly over bumpy ground....</p> <p><u>I'm Walking to the Park (Farmer's in his Den)</u> I'm walking to the park x2 Help to keep our air clean I'm walking to the park</p> <p>I'm riding on my bike x2 Help to keep our air clean I'm riding on my bike</p> <p>My feet go up and down x2 <i>scarves up and down</i> I'm riding on my bike</p> <p>I'm riding on the tram x2 Help to keep our air clean I'm riding on the tram</p> <p>I'm swaying side to side x2 <i>scarves side to side</i> Help to keep our air clean I'm riding on the tram</p> <p>I'm riding on the bus x2 Help to keep our air clean I'm riding on the bus</p> <p>The wheels go round and round x2 <i>scarves round and round</i> Help to keep our air clean The wheels go round and round</p>
<p><b>Counting song</b></p>	<p><u>1 Shiny Bicycle</u> (tune: Little Peter Rabbit had a fly upon his nose)</p> <p>1 shiny bicycle was riding round the town x3 Then along came another one to cycle around</p> <p>2... 3.... 4.... 5...then all 5 went on into the town</p>
<p><b>Movement songs (gross motor)</b></p>	<p><u>This is the way we...</u>(to the tune of Mulberry Bush)</p> <p>This is the way we walk to school <i>walk around</i> Walk to school, walk to school This is the way we walk to school To keep the air cleaner</p> <p>This is the way we ride on the tram <i>walk and sway</i> ...to keep the air cleaner</p> <p>This is the way turn off the engine (<i>drive and then stop at the end of each line</i>) Turn off the engine <i>stop</i> Turn off the engine <i>stop</i> This is the way we turn off the engine <i>stop</i> To keep the air cleaner</p> <p><i>Add your own verses.</i></p>



<b>Book</b>	Tony Mitton: Terrific Trains
<b>Listening (choose one)</b>	<p><i>Active listening: to respond physically to obvious features of the music (e.g. contrasts in tempo, dynamics or obvious changes in melody)</i></p> <p>Farandole (Bizet): Walking to the station, then going on a train ride  <a href="#">Bizet - L'Arlesienne Suite No. 2: Farandole - YouTube</a></p> <p>Toccatà &amp; Fugue in D Minor (Bach): pedalling and stopping with the music. Match the speed to going up hill and down hill.  <a href="#">XAVIER VARNUS PLAYS BACH'S TOCCATA &amp; FUGUE IN THE BERLINER DOM - YouTube</a></p> <p>Little Train of the Caipira (Villa Lobos): train journey (starts slowly, gets faster)  <a href="#">Heitor Villa-Lobos – Bachianas brasileiras No. 2, The Little Train of the Caipira (finale) - BBC Teach</a> (includes video of the BBC Philharmonic)</p>
<b>Instruments (being creative with sounds and exploring)</b>	<p><i>Children have one un-tuned percussion instrument each. (e.g. claves, shakers, bells, woodblocks)</i></p> <p><u>This is the way we play together</u> Tune of Mulberry Bush  This is the way we play together  Play together, play together  This is the way we play together when we come to Music</p> <p>This is the way we play it quietly...</p> <p>...play it loudly...play it slowly...play it quickly..</p> <p><u>All the children here today</u>  (A so-mi melody – think nee-naw or use a chime bar for the notes G &amp; E)</p> <p>All the children here today play your instrument today  1 2 3 4 5 6 7 stop!</p> <p>All the shakers here today, shake your shaker for me today  1 2 3 4 5 6 7 stop!</p> <p>All the bells here today, ring your bells for me today  1 2 3 4 5 6 7 stop!</p> <p>Add verses for each instrument</p> <p><u>This little train goes up the hill</u> (tune of Skip to my Lou)  <i>Each verse gets progressively faster</i></p> <p>This little train goes up the hill  This little train goes up the hill  This little train goes up the hill  This little train goes slowly</p> <p>This little train goes along the top x3  This little train goes faster</p> <p>This little train goes down the hill x 3  This little train goes racing</p>
<b>Goodbye Song</b>	<p><u>It's time to say goodbye</u> (The Farmer's in his den)  It's time to say goodbye, x2  Everybody wave goodbye,  It's time to say goodbye</p>

## KS1/KS2 Active Listening

### Gwyneth Herbert – Baiskeli

[Baiskeli | FRIDAY AFTERNOONS \(fridayafternoonsmusic.co.uk\)](http://fridayafternoonsmusic.co.uk)

Gwyneth Herbert is a ‘musical adventurer!’ She loves collecting stories and sounds to make works of art.

For this music, she went to Africa and watched children playing. The children had made something out of odds and ends. **Can you guess what they had made by the sounds Gwyneth Herbert uses in her composition?**

#### Focussed questions

1. There are lots of repeated words in the piece. How many different words can you hear?
2. What instrument is accompanying the song?
3. Make a list of adjectives that describe the piece.

#### Composing

1. Inspired by “Baiskeli”, make your own sound piece about something from the world around you? E.g. the seaside, walking around the town, the rainforest. Collect together some sound words like Gwyneth Herbert did, and try arranging them to make a piece of music. You can repeat them as many times as you wish. Do you want to have an accompanying instrument for your piece of music?
2. Make your own sound piece that sounds like a bicycle moving along.
3. Compose your own verse for the “Clean Air Challenge” song. You can use the backing track to sing along to.

#### Other resources you may find useful

[Hans Zimmer – Earth - BBC Teach](#)