



Games, ideas
and activities for

Primary Music

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Games, Ideas and Activities for Primary Music



Alternatively, you could play the descending scale of C for the marching down.

- Say the next line: 'And when they were up, they were up' – play the smallest (highest) bar twice.
- Say the next line: 'And when they were down, they were down' – play the largest (lowest) bar twice.
- Say the next line: 'And when they were only halfway up' – play a note in the middle of the instrument but play it **tremolo** (two beaters rapidly turnabout on the same bar).
- Say the last line: 'They were neither up' – play one high note – 'nor down' – play two low notes.

Variation

- Have a soundtrack of a march playing as a background to the whole recital.

Cross-curricular links

Language – describing what is happening in the rhyme.

Maths – positional vocabulary.

Science – small = high sound and large = low sound.

Leap and Jump!

Suitable for

KS1

Aims

- To encourage an understanding of notes that leap rather than step.
- To introduce an octave jump.
- To encourage listening whilst playing and singing.

Resources

- A copy of the song sheet 'Dressed for Fun' for every child
- A tuned percussion instrument for every two children
- Two matching beaters for each instrument

What to do

- Teach the song, adding actions where appropriate.
- Explain that we are going to add some sounds in the spaces between some of the words.
- Sing the song again and let the children notice where the gaps are, i.e. after 'ice', 'nice', 'hat' and 'that'.
- Next do some exploring of the instruments.
- Point out that if you start on any letter and count that note as one, when you reach eight you will come to the same letter.
- Try playing low C then high C, low F then high F, low E then high E, etc.
- In music we call this jump of eight notes an **octave**.
- In the song we need an octave A after the word 'ice' and after the word 'hat'.
- You can play an octave from low to high or from high to low.
- Tell the children that we are going to play from high to low and ask them which size of bar they will need to start on – small bar.
- Sing the song again adding the octave As after 'ice' and 'hat'.
- Next add an octave D after 'nice'.
- Sing the song again with the octaves all played in the correct places.





- At the end of the song, after 'that', we are going to play a jump but it is not as big as an octave.
- The notes we need are A then D.
- Again, the children can decide whether to play A followed by a higher (smaller bar) D or A followed by a lower (bigger bar) D.
- Finally, sing the song and add all the leaps and jumps.

Variations

- Either a separate group of children or the whole class could add appropriate sound effects after the words 'ice', 'nice', 'hat' and 'that'.
- Suggestions for instruments: after 'ice' – sleigh bells, after 'nice' – swanee whistle, after 'hat' – tambourine and after 'that' – woodblock.
- Another variation is to play (not sing) the song and ask the children to play their octaves and jump at the correct place. To do this the children will have to be thinking the words and melody of the song and playing at the appropriate place.

Cross-curricular links

Science – the effects of cold on people and how we can keep warm.

Topic work – could fit with a topic on weather or clothes.

Are you coming out to play? Are you com - ing out to - day?

In the frost and ice. We can slip and we can slide. Take our

sledge out for a ride. It could be quite nice. You'll need a

coat that's kind of co - sy. Your cheeks will get all ro - sy.

Wear your gloves and scarf and hat. Fur - ry boots will keep you warm. Ev-en

in an i - cy storm. We'll have fun if we are dressed like that!

'Dressed for Fun'

Count the Cold

Suitable for

KS1

Aims

- To play descending and stepping notes using **taa** and **tate** rhythms.
- To use a song as the stimulus for a maths lesson.
- To encourage the reading of notes using traditional **stave** notation.

Resources

- A copy of the song sheet 'The Winter Shop' for every child and a recording of the song
- A CD player
- A tuned percussion instrument for every two children
- Two matching beaters for each instrument

What to do

- Listen to the song and then sing it.
- Discuss what would be suitable prices for the items pictured under the song (obviously, the prices used will reflect the level of maths the children are at).
- Look at the notes printed at the top of the song sheet.
- Using the traditional rhyme: '**E**very **G**ood **B**oy **D**eserves **F**ootball', explain that a note on the bottom line is called E, a note on the second line is called G, third line B, fourth line D and fifth line F.
- You know if a note is on a line, because there will be a line through the centre of the note.
- To remember the note names for the spaces you need only the word **F A C E**. The bottom space is called F, second space A, third space C and fourth space E.
- Using these two rhymes, ask the children to work out the note names for the introduction:

F F E E D C B A G F E D





- The F that is at the beginning of the music is on the top line of the staff so that means it is high F and will be played on a small bar.
- Thereafter, the notes descend in step so they are all next to each other.
- Point out that the first four notes are taa notes and the next eight are tate notes.
- The first four notes will be played at half the speed of the next eight notes.
- Make sure the children use **turnabout beaters** to play the introduction.
- The pairs sharing the tuned percussion instrument can take turnabout playing for each verse.

Variation

- If enough beaters are available for each child to have two beaters, you could ask one child to play the first four notes: F F E E and the other child to play the last eight notes: D C B A G F E D.

Cross-curricular links

Maths – the song is the stimulus for maths work.

Science – large bar = low note, small bar = high note.

The bars get smaller as your notes ascend and larger as your notes descend.

Topic work – would fit with a topic on weather, clothes or shops.